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DEVELOPING CURRICULUM, TEACHER AND INSTRUCTION FOR QUALITY ENGLISH LINGUISTICS, LITERATURE AND EDUCATION

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UIN SUSKA

DEVELOPING CURRICULUM, TEACHER AND INSTRUCTION FOR QUALITY ENGLISH LINGUISTICS, LITERATURE AND EDUCATION

The 3rd ELITE International Conference
Pekanbaru, January 10-11, 2016

Editors :
Muhammad Fauzan Ansyari
Abdul Hadi
M. Syafi'i S

Education

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EDUCATION PROCEEDING

DEVELOPING CURRICULUM, TEACHER AND INSTRUCTION FOR QUALITY ENGLISH LINGUISTICS, LITERATURE AND EDUCATION

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M. Fauzan Ansyari
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Foreword by Conference Chair
The 3rdELITE International Conference

BismilLahi wa bilLahi wa-l-hamduliLlahi,
Assalamu'alaikum,

This book is containing the abstracts of papers which are presented at The 3rd Elite International Conference on UIN SUSKA Riau held on 09 – 10 January 2016 by the English Education Department, Faculty Education and Teacher Training, State Islamic University Riau in Pekanbaru. This is an international conference which is one of the most prominent, especially for English language educators. There are about 150 papers presented by more less 170 authors in the conference from various places including Indonesia, Libya, and U.S.A

I am sure that new ideas and findings will be debated, discussed, and shared among presenters and participants with the intention of enhancing the English language pedagogy, literature, and education for the purposes of professional English language educator's development. Besides, the conference is also aiming at creating a forum for further discussion on the scope of developing curriculum, teachers, and instruction for quality of language education.

The conference aims at creating a forum for further discussion on English Linguistics, Literature, and Education. The scope of the paper promoted on developing curriculum, teachers, and instruction for quality English linguistics, literature and education.

Finally, we are very grateful to the participants, presenters, and the 3rd ELITE international Conference committee members who made smooth and pleasant the organization of all events.

Wassalam,

Drs. H. M. Syafi'i S., M.Pd.

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LANGUAGE ANXIETY

Harni Jusuf
harni.jusuf@yahoo.co.id
IAIN Gorontalo

ABSTRACT

To support the successful of teaching learning process, it must be supported by some apsects, such as: learning syles, teaching strategies, affective factors, and socio-cultural factors. One of the affective factors that must be pay attention in language learning is anxiety. Usually, language anxiety happen when students learn foreign language. Anxiety divided into trait anxiety, state anxiety, and situation-specific anxiety. Language anxiety causes by three (1) communication apprehension (CA); (2) test anxiety; and (3) fear of negative evaluation. To know the level of students' language anxiety, it can be measured through foreign language classroom anxiety scale (FLCAS). It is an instrument that has been designed firstly by Elaine K. Horwitz et al. The instrument is a questionnaire consists of 33 item of questions.

Key words: anxiety, language anxiety, foreign language classroom anxiety scale (FLCAS).

ABSTRAK

Untuk menunjang keberhasilan proses belajar mengajar perlu didukung oleh beberapa aspek, seperti: gaya belajar, strategi pembelajaran, faktor afektif, dan faktor sosial-budaya. Salah satu dari faktor afektif yang perlu diperhatikan dalam pembelajaran bahasa adalah kecemasan. Kecemasan berbahasa seringkali dialami oleh siswa ketika mereka mempelajari bahasa asing. Kecemasan terbagi atas trait anxiety, state anxiety, and situation-specific anxiety. Kecemasan berbahasa umumnya disebabkan oleh tiga hal, yaitu (1) communication apprehension (CA); (2) test anxiety; (3) fear of negative evaluation. Untuk mengetahui tingkat kecemasan berbahasa siswa bisa diukur melalui pengukuran kecemasan berbahasa asing, yaitu sebuah instrumen yang pertama kali didesain oleh Elaine K. Horwitz dalam bentuk angket yang terdiri atas 33 butir pertanyaan.

Kata-kata kunci: kecemasan, kecemasan berbahasa, pengukuran kecemasan berbahasa asing

A. INTRODUCTION

Everyone in the world has been ever experienced anxiety, even a very successful man. Anxiety is one factor that can influence someone in his/her life. Related to language lerning, anxiety involves to the affective factor, and it is a thing that should get more attention from the teacher because it is a factor that determine students can comprehend the skils of English. Richards and Renandya (2002:206) said that the affective side of the learner is probably one of the most important influences on

language learning success or failure. The affective factors related to second language or foreign language learning is emotions, self-esteem, empathy, anxiety, attitude, and motivation. Second language or foreign language learning is a complex task that is susceptible to human anxiety.

Anxiety is another particular affective factor. It is one of the most prominent and pervasive emotions. According to Arnold in Hui Ni (2012:1509), language anxiety "ranks high among factors influencing language learning, regardless of whether the setting is informal (learning language, on the streets‟) or formal (in the classroom)". Students with anxiety attending the class will feel nervous and afraid to cooperate with teachers and then they cannot concentrate on the learning points and waste their energy or they just want to flee the learning task.

According to Krashen in Hui Ni (2012:1509), the students who feels at ease in the classroom and likes the teacher may seek out more intake by volunteering ... and may not be more accepting of the teacher as a source of input.[1] Davies and Elder (2006:541) said that anxiety, like motivation, is a learner factor that is amenable to pedagogic influence. The study of anxiety can also be linked to a model of psycholinguistic processing.

In regards to anxiety, this literature review purposes to describe five things related to understanding language anxiety: (1) what is language anxiety; (2) the kinds of anxiety; (3) the causes of language anxiety; (4) foreign language anxiety scale; and (5) the ways to reduce language anxiety.

B. UNDERSTANDING LANGUAGE ANXIETY

1. What is Language Anxiety

a. Defining anxiety

Brown (1994:141) defined that "anxiety is associated with feeling of uneasiness, frustration, self doubt, apprehension, or worry". According to Joyce and Weil (1980:404), anxiety is accompanied by muscular tension such as a feeling of discomfort in the stomach or the clenching of the jaw.

Horwitz (1986:125) said that "anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Horwitz and Young in Fatih (2013:146), stated that Anxiety is described as an uncomfortable emotional state in which one perceives danger, feels powerless and experiences tension in preparation for an expected danger. Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object (Hilgard and Atkinson in Muhammad Tanveer, 2007:3)

b. Defining Language Anxiety

Maclntyre and Gardner in Davies and Elder (2006:540-541) proposed that language anxiety occurs at each of the three principal stages of the language acquisition process. In the input stage, anxiety is a function of the learner's ability to handle unfamiliar external stimuli, in the central processing stage it is aroused when the learner attempts to store and organize input, and in the output stage, anxiety occurs as a result of the learner's attempts to retrieve previously learned material. In each stage, anxiety can inhibit the functioning of the key processes.

[1] Ibid

Relating to language anxiety, Gardner and MacLyntre in Arnold (1999:63) said that language anxiety is fear or apprehension occurring when a learner is expected to perform in the second or foreign language. Language anxiety ranks high among factors influencing language learning, regardless of whether the setting is informal or formal.Gardner and MacIntyre in Rebecca Humphries (2011:66) defined language anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning".

Language anxiety, as an effective factor that affects achievement in second language is a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of language learning process (Horwitz and Young in Fatih Yavuz, 2013:146). Meanwhile, Gardner and MacIntyre in Fatih Yavuz et al, 2013:146) describes it as the apprehension experienced when a situation requires the use of second language with which the individual is not fully proficient. Based on the definitions above, it can be said that language anxiety is a discomfort feeling when someone following foreign language class.

2. The Kinds of Anxiety

Psychologists make a distinction between three categories of anxiety: *trait anxiety, state anxiety, and situation-specific anxiety*.

a. Trait Anxiety

Trait anxiety is relatively stable personality characteristic, 'a more permanent predisposition to be anxious (Scovel in in Muhammad Tanveer, 2007:4). Eysenck in Piniel Katalin (2006:40) said that trait anxiety is a personality trait.

b. State Anxiety

According to Spielberger in Muhammad Tanveer (2007:4), *State anxiety* is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test. MacIntyre in Piniel Katalin (2006:40) said that State anxiety is apprehension experienced at a particular moment in time. state anxiety is an apprehension that is experienced at a particular moment in time as a response to definite situation (Ellis in Fatih Yavuz et al., 2013:147). Those who are able to perceive situations as being threatening are said to have *state anxiety*, a social type of anxiety that occurs under certain conditions (Scovel in Rochelle Irene Lucas et al, 2011: 98).

c. Situation-specific anxiety

Situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties (Gardner in Tanveer, 2007:4). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis in Tanveer, 2007:4). Situational anxiety is anxiety experienced in a well-defined situation. Situation-specific anxiety is related to apprehension aroused at specific situations and events (Ellis in Yavuz, 2013:146). Situation-*specific anxiety* is caused by specific situation or event such as public speaking, examinations or recitations (Scovel in Lucas, 2011:98).

Some experts further differentiate the concept of anxiety by distinguishing between *cognitive* (worry) and *affective* (emotional) components of anxiety. As posited by Deffenbacher, anxiety produced by cognitive interference (e.g. learning challenges) is due to extreme instances of worry and not the arousal of anxiety. Therefore, this cognitive anxiety type associated for instance, classroom learning is rarely facilitative

that is the learners has to struggle in order to change their perspective with the new learning task (Lucas, 2011:98).

Kleinmann in Rebbeca Humphries (2011:66) split anxiety into two separate constructs, facilitating and debilitating anxiety, with the former an asset to performance and debilitating anxiety detrimental to performance. FLA itself can have contradictory effects on language learning, and as such literature mentions both debilitating and facilitating types of anxiety, where debilitating anxiety poses an obstacle to language learning, whereas facilitating anxiety facilitates or fosters it. Although both types exist, studies have mostly concentrated on the former.

Besides, some researchers like Scovel examine Alpert and Haber's observation between *facilitating* and *debilitating* anxiety. The first motivates learners to fight the new learning task, making them to expend extra efforts to overcome their feelings of anxiety although according to Horwitz, this only happens in the accomplishment of simple tasks learning task. The latter prompts the learners to „flee" from the learning task to avoid feelings of anxiety. Williams in Katalin (2006:40) argues that the distinction between these other two types of anxiety may correspond to the intensity of anxiety with low anxiety state having a facilitating function and high anxiety state having a debilitating effect. Moreover, he also suggests that these two kinds of anxiety may sometimes cancel each other out which may result in no apparent effect on achievement.

3. The Causes of Anxiety

This section describe the factors that cause language anxiety.

Horwitz et al. in Muhammad Tanveer (2007:11-14) considering language anxiety with relation to performance evaluation within academic and social contexts, it consists of: (1) communication apprehension (CA); (2) test anxiety; (3) fear of negative evaluation. Due to its emphasis on interaction, McCroskey in Muhammad Tanveer (2007:11)said that the construct of communication apprehension is also relevant to the conceptualization of foreign language anxiety.

a. Communication Apprehension (CA)

Horwitz et al. in Muhammad Tanveer (2007:11-12) define communication apprehension (CA) as "a type of shyness characterized by fear or anxiety about communicating with people". Most of the research in this area is based on McCroskey's conceptualization of CA as"an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons".

Communication anxiety may be specific to just a few settings (e.g., public speaking) or may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life (Tanveer, 2007;12). Learners' personality traits such as shyness, quietness, and reticence are considered to frequently precipitate CA. These feelings of shyness vary greatly from individual to individual, and from situation to situation.

McCroskey and Bond in Muhammad Tanveer (2007:12) found seven factors that could result in a quiet child (this can equally offer explanation of adult CA); (1) low intellectual skills, (2) speech skill deficiencies, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, (7) ethnic/cultural divergence in communication norms. While communication apprehension is but one of these factors, the others can lead to communication apprehension.

b. Test Anxiety

An understanding of test anxiety is also pertinent to the discussion of foreign language anxiety. Test anxiety, as explained by Horwitz et al. in Muhammad Tanveer (2007:13-14) "refers to a type of performance anxiety stemming from a fear of failure". Test anxiety is quite pervasive in language cla ssrooms because of its continuous performance evaluative nature. Unfortunately, for highly anxious students, second/foreign languages, more than any other academic subject, require continual evaluation by the instructor – the only fluent speaker in the class. It is also important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously insusceptible students.

According to Sarason in Arnold (1999: 64), "test anxiety can be part of social anxiety, particularly in an evaluative situation where the student is asked to communicate in the target language. However, test anxiety can occur in no communicative situations, too". Test anxiety is 'the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation, regardless of whether the fears are realistic. Students with test anxiety frequently experience cognitive interference and have a difficult time focusing on the task at hand.

c. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (*test anxiety)* of second/foreign language anxiety because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class (Tanveer, 2007: 14). It is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well Horwitz et al. believe that, although communication apprehension, test anxiety, and fear of negative evaluation provide useful conceptual building blocks for a description of second/foreign language anxiety, it is more than just the conglomeration of these three components: "we conceive foreign language anxietyas a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". What makes language learning a distinct and unique process is its interaction with the concept of 'self'.

Yavuz et al (2013:4) stated that second language anxiety has three varieties: *Communicative apprehension* occurs when learners have immature communication skills although they have mature ideas and thoughts. It is a fear about real communication with other people. *Fear of negative evaluation* occurs when second language learners feel that they are not able to make the proper social impression. It is an apprehension about others' evaluation, avoidance of evaluative situations, and the expectation. Conclusively, *test anxiety* is an apprehension over academic evaluation. It is a fear of failing in test situations and an unpleasant experience held consciously or unconsciously by learners in many situations. It is a type of anxiety concerning apprehension over academic evaluation which comes from a fear of failure.

Similarly, Rochelle Irene Lucas et.al (2011:102) stated that language anxiety caused by the three following factors: *communication apprehension, fear of negative evaluation, and test anxiety*. *Communication apprehension* is characterized by fear and anxiety in communicating with people. Difficulty in speaking in public, listening or learning a spoken utterance are all manifestations of communication apprehension. This

type of anxiety in learning a second language is derived from the learners‟ personal knowledge that they will have difficulty understanding others and making themselves understood. Learners suffering from communication apprehension choose to keep silent in their English classes.

Test anxiety is a type of performance anxiety which is caused by fear of failing a test. Test anxious students often put unrealistic demands on themselves. Test anxiety is considered to be one of the most important aspects of negative motivation which will affect learning. This type of fear is defined as an unpleasant feeling or emotional state that has both physiological and behavioral concomitants and that is experienced by the anxious learner when taking formal test or other evaluative situations.

Fear of negative evaluation is the apprehension about other people‟s evaluations. This may also include avoidance of evaluative situations and the expectations that others might evaluate them negatively. It may also include the student‟s fear inside the English classroom where factors such as learning activities, teacher‟s methodology and even peer pressure may contribute to novice language learners‟ anxieties.

Meanwhile, Still in Rochelle Irene Lucas et.al, Young outlined the three sources of foreign language anxiety into three categories: sources associated with the *learner*, the *teacher* and the *institution*. Anxieties related to the learner which eventually cause anxiety include low self-esteem, competitiveness, self-perceived low level of ability, communication apprehension, lack of group membership and attitudes and beliefs about language learning. With teacher factors, judgmental teaching attitude and a harsh manner of teaching are related to anxieties with the teacher. Palacios in Rochelle Irene Lucas et.al (20011:99) stated that factors such as lack of teacher‟s support, unsympathetic personality of the teacher and lack of time for personal attention does not help learners to cope in their new language learning environment.

Ando in Rochelle Irene Lucas et.al (2011:99-100) also added that having a native speaker for a teacher can cause anxiety as the teacher may lack sensitivity of the learning process and difficulties of the non native learners. Learning and teaching styles pose as potential sources of language anxiety. If the instructor's teaching style and the students' learning styles are not compatible, "style wars" can trigger more anxiety on the part of the learners.

Lastly, institutional anxiety can be traced to the list of classroom activities (activities „suggested‟ by the curriculum) that the language learners perceive as anxiety-producing. These may include: (a) spontaneous role playing; (b) speaking in front of the class; (c) oral presentations and report; and (d) writing task on the board.

4. Foreign Language Classroom Anxiety Scale

Foreign Language Classroom Anxiety Scale designed by Horwitz et al (1986:125-132). It is an instrument that can be used to measure FLCA. It is a questionnaire consist of 33 items scored on five-point Likert Scale. Responses range from 5 for strongly agree (SA), 4 for agree (A), 3 for neither agree nor disagree (N), 2 for disagree (D), and 1 for strongly disagree (SD). The Foreign Language Classroom Anxiety Scale can be seen as follow.

NO	ITEM OF QUESTIONNAIRE	SA	A	N	D	SD
1.	I never feel quite sure of myself when I am speaking in my foreign language class.					
2.	I don't worry about making mistakes in language class.					
3.	I tremble when I know that I'm going to be called on in language class.					
4.	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5.	It wouldn't bother me at all to take more foreign language classes.					
6.	During language class, I find myself thinking about things that have nothing to do with the course.					
7.	I keep thinking that the other students are better at languages than I am.					
8.	I am usually at ease during tests in my language class.					
9.	I start to panic when I have to speak without preparation in language class.					
10.	I worry about the consequences of failing my foreign language class.					
11.	I don't understand why some people get so upset over foreign language classes.					
12.	In language class, I can get so nervous I forget things I know.					
13.	It embarrasses me to volunteer answers in my language class.					
14.	I would not be nervous speaking the foreign language with native speakers.					
15.	I get upset when I don't understand what the teacher is correcting.					
16.	Even if I am well prepared for language class, I feel anxious about it.					
17.	I often feel like not going to my language class.					
18.	I feel confident when I speak in foreign language class.					
19.	I am afraid that my language teacher is ready to correct every mistake I make.					
20.	can feel my heart pounding when I'm going to be called on in language class.					
21.	The more I study for a language test, the more con- fused I get.					
22.	I don't feel pressure to prepare very well for language class.					
23.	I always feel that the other students speak					

	the foreign language better than I do.					
24.	I feel very self-conscious about speaking the foreign language in front of other students.					
25.	Language class moves so quickly I worry about getting left behind.					
26.	I feel more tense and nervous in my language class than in my other classes.					
27.	I get nervous and confused when I am speaking in my language class.					
28.	When I'm on my way to language class, I feel very sure and relaxed.					
29.	I get nervous when I don't understand every word the language teacher says.					
30.	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31.	I am afraid that the other students will laugh at me when I speak the foreign language.					
32.	I would probably feel comfortable around native speakers of the foreign language.					
33.	I get nervous when the language teacher asks questions which I haven't prepared in advance.					

The 33 items of questionnaire is categorized as the causes of anxiety that can happen among foreign language learners. The factors consist of communication anxiety, fear or negative evaluation, test anxiety, and anxiety in English classroom classeses.

No.	Cause of Language Anxiety	Questionnaire Number
1	Communication Anxiety	1, 9, 14, 18, 24, 27, 29, 32
2	Fear or Negative Evaluation	3, 7, 13, 15, 20, 23, 25, 31, 33
3	Test Anxiety	2, 8, 10, 19, 21
4	Anxiety in English Classroom Classeses.	4, 5, 6, 11, 12, 16, 17, 22, 26, 28, 30

Meanwhile, Ay Sila, was first modified the questions to separate the skilss and then translated into Turkish. It was also simplified because the original scale was designed for adult students. The scale administered consisted of a total of 20 questions, four each on speaking, listening, reading, writing, and grammar skills, respectively. The Modified Version of Foreign Language Classroom Anxiety Scale (FLCAS) can be seen as follow (Sila, 2010:91).

1. I feel quite sure of myself when I am speaking in my foreign language class.
2. It frightens me when I don’t understand what the teacher is saying in the foreign language.
3. It embarrasses me to volunteer answers in my reading class.
4. I keep thinking that the other students are better at writing than I am.
5. I am afraid that my language teacher is ready to correct every grammar mistake I make.

6. I start to panic when I have to speak without preparation in language class.
7. I would not be nervous listening in the foreign language to native speakers.
8. The more I study for reading, the more confused I get.
9. I feel overwhelmed by the number of rules you have to learn to write in a foreign language.
10. I don't worry about making grammar mistakes in language class.
11. I always feel that the other students speak the language better than I do.
12. Even if I am well prepared for listening, I feel anxious about it.
13. When I'm in reading class, I feel very sure and relaxed.
14. It would bother me to take more writing class.
15. Grammar class moves so quickly I worry about getting left behind.
16. I am afraid that the other students will laugh at me when I speak the foreign language.
17. I get nervous when I don't understand every word the language teacher says.
18. I get nervous and confused when I am reading
19. I feel confident when I write in foreign language class.
20. In language class, I can get so nervous I forget the grammar rules I know.

5. The Ways to Reduce Language Anxiety

Eventhought language anxiety has a bad impact for the foreign language learners, it can be diminished. Teachers can use some suggestions to reduce it as Oxford's suggestions. According to Oxford (1999:67) that using the suggestions teachers can enable students to deal more effectively with language anxiety. The suggestions are as follow.

1. Help students understand that language anxiety episodes can be transient and do not inevitably develop into a lasting problem.
2. Boot the self-esteem and self-confidence of students for whom language anxiety has already become a long-term trait by providing multiple opportunities for classroom success in the language.
3. Encourage moderate risk taking and tolerance of ambiguity in a comfrtable, non threatening environment.
4. Reduce the competition present in the classroom.
5. Be very clear about classroom goals and help students develop strategies to meet those goals.
6. Give students permission to use the language with less than perfect performance.
7. Encourage students to relax through music, laughter or games.
8. Use fair test with unambiguous, familiar item types.
9. Help students realistically assess their performance.
10. Give rewards that are meaningful to students and that help support language use.
11. Provide activities that address varied learning styles and strategies in the classroom.
12. Enable students to recognize symptoms of anxiety and identify anxiety maintaining beliefs.
13. Help students practice positive self talk (self encouragement) and cognitive reframing of negative or irrational ideas.

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Students' Perceptions of Using Mobile Phones and Smart Phones in Language Learning

Pahmi
The University of Manchester
pahmi_be@yahoo.com

ABSTRACT

The purpose of this research was to find out students' perceptions of using mobile phones and smart phones in language learning. This qualitative research involved two undergraduate students of English education at Riau University, Indonesia. Semi-structured interviews through chatting on Facebook were used as data generation tool.The findings show that the students perceive mobile phones and smart phones as beneficial device to help them learn English.Two themes emerged from the chat interview, namely the advantages and challenges in using mobile devices to support students' learning activities. Such devices create more learning opportunities in the areas of accessing information quickly, variety of ways to learn (doing task, practicing English, self-taught, vocabulary), flexibility in time and place, communication and content collaboration, and improving four skills. However, the students also mention several challenges in using such devices such as device as distraction, unsupported phone, and overload content. It can be seen from the findings that mobile devices are really beneficial to help students learn. But some strategies need to be formulated in order to counteract the challenges so that the use of mobile phones and smart phones improves the quality of students' language learning in the future.

Keywords: students' perceptions, language learning, mobile learning

1. INTRODUCTION

In Indonesia English is taught in all levels of education. It is even learnt by employees. However, not all English learners can use it in daily communication even though they have been studying it for a long time. Some factors might be behind this issue. Hedge (2000) argues that class size could affect the success of language learning. In addition, existing curriculum can be the problem as mentioned byMappiasse & Sihes (2014). They further identify the problems as follows:

- lack of time for English lesson
- inadequate resources and instructional materials
- lack of motivation by the stakeholders and open display of disgust for the language by students
- overcrowded classrooms
- lack of continuous development programs for teachers

As known already that Indonesian students have little exposure to English due to the fact that English is a foreign language. On the other hand, the presence of English in the community will benefit the students since students will have greater opportunities to practice their English (Hedge, 2000). The reasons of such little exposure especially in non-English speaking countries are "the absence of an English context, deficiency of

good spoken English examples, and excessive dependence upon traditional teaching techniques" (Cheon, 2003; Shadiev et al., 2015; Tsou, 2005, cited in Hwang et al., 2015).

In order to provide more opportunities for students, using technology can be the answer. Moreover, our lives cannot be separated from technology. We use many types of technology such as computer, laptop, mobile phone, smart phone, tablet, etc. All these technologies are really useful for us. They surely affect our live. It also applies in educational sectors. Many educational institutions have been investing their funding to provide technology to support teaching and learning process. In Indonesia, especially in big cities, it is common to see schools having computer labs accompanied with projector.

Specifically mobile phone and smart phone, the ownership is widespread. Even in modern professional and social contexts, Attewell (2005) cited in Herrington et al. (2009) state that the widespread use of mobile devices has overtaken the spread of personal computers. In fact, the estimation of International Telecommunication Union shows that there are more than 7 billion mobile cellular subscriptions by end 2015 worldwide. These devices play an important role in our lives with the features such as for calling, texting, camera, audio and video recording, Internet browsing, and many more. These features make our lives easier. The devices have become very important to communicate and do social activities (Funk, 2004, cited in De-Marcos et al., 2010). We can communicate in an easy way through phone call or text, or get latest news through reading on the Internet.

In educational sector, teaching and learning with the use of mobile technologies gains popularity. The low cost compared with other media such as computer (Kukulska-Hulme, 2005) is one of the reasons for teachers to incorporate these technologies. The most standout cause might be the ability of the devices to facilitate teaching and learning anywhere anytime. As a result, students can be exposed to English more often. They can access learning materials easily on the phone, browse the Internet, practicing English with classmates, and many more activities they can do in learning English using mobile technologies.

There are many benefits of using these technologies. Kukulska-Hulme (2006) in Duman, Orhon, & Gedik (2014) states the potential of mobile devices to enhance language learning. Griva, Semoglou, &Geladari (2010) and Kinzie& Joseph (2008) in Hwang et al (2015) point out that real communication, interaction and feedback, and collaborative learning can be provided by making use of mobile technology and games. Furthermore, it can be used as a complement to provide more learning opportunities, not as a full replacement towards learning that takes place in the classroom or learning with other technologies (Liaw, Hatala, & Huang, 2010).

Easy access of the Internet has brought good impacts to our lives, not to mention to the development of education. It offers new ways of communication between teachers and students (Evans, 2008). Moreover, the Internet can be accessed on mobile phone owned by students. They do not need to rely on the computer like a few years ago. De-Marcos et al (2010) emphasize two essential features of mobile learning, namely being mobile and any kind of handheld device. Evans (2008) argues that mobile devices enable students to study regardless of location such as on the bus, at work, train, etc.

2. LITERATURE REVIEW

Mobile learning seems to evolve rapidly in some countries because it makes teaching and learning possible to take place anywhere anytime which might not be able to occur if using other media. The teaching and learning process can take place while the teachers and students are on the bus, on the train, before going to the bed, and so forth. Therefore, teaching with the use of mobile technologies gains popularity among educators.

There seems to be no fixed definition of mobile learning. However, most scholars are in line that mobile learning can be defined as teaching and learning that takes place anywhere anytime supported by mobile devices such as mobile phones, smart phones, tablet, media players, and PDAs (Kukulska-Hulme, 2005; Poore, 2013; Duman, Orhon, &Gedik, 2014).The definition should also capture the ability to learn using mobile devices in the context of both formal learning in the classroom and informal and formal learning outside the classroom (Hockly, 2012). In their paper, Deriquito & Domingo (2012) define mobile learning "to the use of mobile phones to access learning resources and materials, and to serve as a tool for teaching and teacher development".

2.1 Mobile Assisted Language Learning

Due to the popularity of mobile technologies with many benefits to improve education, using mobile devices in language classroom has been common in many places. Begum (2011) defines Mobile Assisted Language Learning (MALL) as a way of enhancing language learning by making use of mobile devices. It is learning supported by the use of mobile technologies such as mobiles phones, MP3 /MP4 players, PDAs and palmtop computers (Kukulska-Hulme & Shield, 2008). Mobile devices can be used in language classroom easily since these devices are portable, small, smart, and most importantly comfortable to use (Mehta, 2012).

MALL enables learners to experience language learning activities which are "rich, real-time, collaborative, and conversational experiences, both inside and outside the classroom" (Duman, Orhon, &Gedik, 2014). Mobile learner is something to do with "learner mobility" (Kukulska-Hulme, 2005) which means h/she can participate in the learning process when not at fixed places such as on the bus, on the train, and so forth.

It is teachers' decision how to design the learning activities. Gromik (2012) argues that "It is up to teachers to develop activities that combine project-based language learning with cell phone technology". Kukulska-Hulme (2005) states designing activities for learners using mobile technologies can be challenging for teachers. He further points out that when deciding to use mobile phones to support teaching and learning process, it is important for teachers "to describe how, where and when learners will be undertaking learning activities".

In addition, most mobile phone at the moment has many features that allow the users to do some activities such as taking pictures, making voice recordings or short videos, playing games, sending messages, listening to music, watching audio-visual material, using dictionaries or language apps, engaging with social-networking and making regular calls, etc. Gromik (2012) argues that "Cell phone-based learning, due to the many features available, allows its owner to become an active producer of content". For outside activities, teachers can recommend apps to students as suggested by Poore (2013). Doing so enables students to use the apps either inside the classroom and outside to as extension learning activities.

2.2 Previous studies about mobile learning

Gikas& Grant (2013) conducted a study about student perspectives on learning with mobile phones, smart phone and social media. The participants were students from three universities in the US. Focus group interviews were used to collect the data. The findings show that the participants have good perceptions relating to the use of mobile devices. The themes emerged from the study were advantages and challenges of using mobile devices in learning.

The advantages mentioned in Gikas& Grant (2013) study are:

- accessing information quickly
- communication and content collaboration
- variety of ways to learn
- situated learning.

However, teachers need to consider some challenges which might occur when incorporating mobile devices in their teaching. Several challenges Gikas& Grant found are as follows:

- anti-technology instructors in other classes
- device challenges
- devices as a distraction.

2.3 Benefits of using mobile technologies

With mobile devices on their hand, students can easily access information. The information can be about knowledge resources (Liaw, Hatala, & Huang, 2010) or specifically language learning materials (Mehta, 2012) which can be facilitated with mobile technologies. A sample activity can be accessing learning material on Internet to improve listening skills (Nah, White, & Sussex, 2008). In addition, mobile technologies provide easy access to lessons and can improve students' engagement (Begum, 2011) through their interaction either with teachers or with other students. Ally et al (2014) suggest that students can "access information that they can take back to school and apply to their courses. They can also access information they find interesting to share with others and to improve themselves".

Mobile technologies enable students to learn English in a variety of ways. Several activities students can do include using online dictionaries, developing reading and speaking skills, practicing pronunciation using mobile recording feature, taking pictures for task, browsing for doing research, etc (Begum, 2011). For outside activities, teachers can recommend apps to students as suggested by Poore (2013).

Communication and interacting with other language learners can be facilitated through technology (Stanley, 2013) such as on mobile phone. The communication can also be between teachers and students (Fazeena&Hewagamage, 2011). It will be able to enhance learning efficiency (Kim, 2006, cited in Park, Nam, & Cha, 2012) because the activity can be used to support teacher-learner and learner-learner communication and collaboration (Deriquito& Domingo, 2012).

The communication can utilize chat feature. In their review regarding the use of technologies, Golonka et al. (2012) listed chat as one of effective technology types in terms of synchronous computer-mediated communication to be used to support foreign language teaching. The effectiveness can be seen from the study by Kern (1995), Sullivan & Pratt (1996) cited by Golonka et al. (2012) where "many FL students are

more likely to communicate through chat than in the traditional large group, face-to-face classroom".

Mobile phones allow learners to experience individual and collaborative learning (Kukulska-Hulme, 2005). Sample activities for individual learning can be accessing learning materials, practicing pronunciation using voice recorder, etc. It is necessary for language teachers to encourage and facilitate students to be independent as suggested by Pinkman (2005). Student-centered might occur (Deriquito& Domingo, 2012) because mobile learning offers more personalized and self-directed learning. Providing an opportunity for students to learn English both inside and outside the classroom leads to what Hedge (2000) calls 'self-directed learners'. A study by Liaw, Hatala, & Huang (2010) involving 152 participants suggests that there are several factors affecting the participants' acceptance towards mobile learning. The affordances offered by mobile learning which can encourage learners' autonomy as well as interaction and communication are two of the factors.

Mobile learning also refers to "the mobility of the learner" (Sharples, 2006, cited in Kukulska-Hulme & Shield, 2008). Students can move from one place to another place using mobile devices to support their learning. In addition, mobile learning allows students to be actively involved in activities that are close to surroundings (Kukulska-Hulme et al., 2009).

Mobile technologies enable students to experience informal learning (Kukulska-Hulme and Traxler, 2007, cited in Kukulska-Hulme et al., 2009). Students can acquire knowledge not only in the classroom but also outside. It can be any knowledge and skills acquired through mobile technology (Geddes, 2004, p. 1, cited in Liu, Li, & Carlsson, 2010).

Ally et al (2014) state that using mobile technologies will enable teachers to shift from being a lecturer to facilitator of learning as long as they know how to make use of the technologies. Being a facilitator should not only be in the classroom but also outside. Therefore, teachers can facilitate formal learning in the face-to-face meeting and outside as external learning activities. Hockly (2012) argues that the main concern should not about where mobile learning takes place, but what teachers can do to explore the affordances mobile learning offers. Moreover, Gikas& Grant (2013) argue that "Mobile computing devices can be used as the bridge between formal and informal learning opportunities".

Students can also learn collaboratively by sharing ideas with other learners on the phone. Based on the observation done by Switzer and Csapo's (2005) cited in Herrington et al. (2009), it shows that collaboration and sharing among peers are the benefits offered by mobile technologies. Gikas& Grant (2013) point out, "Mobile devices provide learners opportunities to collaborate, discuss content with classmates and instructors, and create new meaning and understanding". Therefore, teachers should provide the students more opportunities to interact. The interaction can be with content, teacher, and classmates (Moore, 1989, cited in Markett et al., 2006). Interaction between students with teachers or peers can also stimulate and maintain students' interest and motivation (Prammanee, 2003, cited in Markett et al., 2006). Furthermore, Ally et al (2014) provide an example how teachers can do some activities online via mobile phone. They say, "Teachers can easily update learning materials that are in electronic format and can share them with learners immediately".

In their review about mobile learning, Naismith et al. (2007) describes "six broad theory-based categories of activity" relating to learning with the use of mobile

technology. Three of those are collaborative, informal and lifelong, learning and teaching support.

- Using mobile devices can provide some activities which enable students to learn collaboratively.
- Mobile devices can facilitate learning activities with no restrictions of place and time.
- Mobile devices can be used for both teachers and students. Teachers can use it for a variety of activities such as providing course material, assignment information, etc.

One of the most well-known benefits mobile learning brings is the flexibility where learners can study without having to worry about restrictions of time and space (Chen & Chung, 2008). They can study whenever and wherever. Students can access learning content and even communicate with classmates and teachers anywhere and anytime (Cavus, Bicen, &Akcil, 2008; Shuler, 2009, cited in Gikas& Grant, 2013). Moreover, mobile learning can be a solution for those who do not have enough time to learn in face-to-face meetings (Collins, 2005, cited in Nah, White, & Sussex, 2008). A study by Gromik (2012) shows the participants agreed to use mobile phone in studying English with a number of reasons. Being able to be mobile learners was one of them. Using the device allows them to learn anytime anywhere.

2.4 Challenges of using mobile technologies

Even though mobile devices offer many benefits which can enrich students' learning activities, Kiernan & Aizawa (2004) argue that teachers might consider mobile phones as problems in the classroom. There are several challenges commonly appearing when integrating mobile devices. Some technical challenges emerging in several studies concerning the use of mobile devices include the small screen of the device (Aamri& Suleiman, 2001; Begum, 2011; Deriquito & Domingo, 2012).

In their study, Deriquito & Domingo (2012) reveal several challenges teachers in the projects encountered in relation to using mobile technologies in their contexts. Some of the challenges mentioned in the study include limited telecommunications and electrical infrastructure, doubts about mobile phones as an educational tool, SMS limitations, etc. Weak mobile phone signals and limited electrical power are the problem found in the study. It is true in many remote areas where electricity is one of the major problems. Therefore, they get difficulty in charging their phone. Then teachers, students, school and even communities still believe that mobile phone is only supposed to be used for communication and entertainment, not for learning purpose. Also the character is limited, small screen, high cost. The report in the project showed how the students tended to receive the learning material from the teachers without wanting to reply due to the cost consideration.

The challenge in using mobile technologies can also be about teachers' attitude (Aamri & Suleiman, 2011). Many teachers see mobile phone as distraction (Begum, 2011). Using mobile phones in the classroom might distract students' attention from the lesson (Roschelle, 2003, cited in Markett et al., 2006). The finding of Aamri& Suleiman study illustrates how some students in the university tend to play video or music in the classroom which makes the classroom noisy and out of control. This of course causes distraction in the classroom. In addition, Kukulska-Hulme&Traxler (2007) mention one of the constrains when implementing mobile learning which is 'institutional practices'.

In Indonesia, actually in many educational institutions all over the world, using mobile phone is not common and even prohibited because it is considered a distraction.

2.5 Research question

To find out students' perceptions of using mobile phones and smart phones in language learning, one research question was formulated as follows:
What are students' perceptions of using mobile phones and smart phones in language learning ?

3. METHODOLOGY

This is a small scale study focusing on the topic of students' perceptions of using mobile phones and smart phones in language learning. It tries to explore the topic by answering one research question. A qualitative research method is used. This approach is appropriate to find out students' views about using mobile phones and smart phones in language learning. The data were collected by asking the participants general questions, and then the data was analyzed to get the themes.

3.1 Participants

The participants of this research are two undergraduate students majoring English Education at the University of Riau, Indonesia. In choosing the participants, convenience sampling technique was applied where the participants are considered to be available for this research and familiar with the use of technology in language learning. In this report, the participants' real names were applied because they were happy for me to do so.

The first participant is Bela. She is currently in the 8^{th} semester. Based on her explanation during the interview, she has been familiar with the use of technology in language teaching and learning. She said that most of the time her teachers use computer in the classroom. In addition to computer, she is also familiar with mobile phone because she has one. She sometimes uses her mobile phone to learn English. I will discuss about her activities with her phone in relation to language learning more in the findings.

The second participant is Nurjamaliah. Right now she is in the same semester as Bela. Just like Bela, Nurjamaliah is also familiar with technology. She also admitted that her English teachers normally present the material using computer. The same as Bela, Nurjamaliah also owns mobile phones. She sometimes uses her phone to support her learning such as to read online articles for some references.

3.2 Data Collection

The data were collected by making use of computer-mediated communication (CMC) as suggested by Mann & Stewart (2000). The data were collected in March 2015. The participants were informed that they could choose to do the semi-structured interview either via Skype or via Facebook. Both of them chose to do interview in written chat on Facebook. The date and time for the interviews were set up in accordance with the participants' convenience. They were interviewed individually. The interview with Bela was on 25 March 2015, and on 27 March 2015 with Nurjamaliah.

3.3 Data Analysis

In analyzing the data I was informed by Creswell's discussion of approach to analysis (2008). He describes two stages of data analysis in a qualitative study, namely data exploration and data coding.

In the process of data exploration, I firstly imported the data from interview chat on Facebook Messenger into Microsoft Word. I read the data as a whole to get a general idea of what each of the participants said in answering the interview questions. I read the transcript many times.

The next stage is data coding. It is defined as "the process of segmenting and labeling text to form descriptions and broad themes in the data" (Creswell, 2008). It is the time to explore more details of the data and begin to establish themes in them. I put the transcripts of each participant into a table of data analysis. The table consists of interview questions, participants' answers, and coding which contains two additional columns; main themes and sub themes.

4. FINDINGS AND INTERPRETATIONS

In presenting the findings, narrative method is used because as Creswell (2008) points out, narrative form can be used to present a detailed summary of data analysis in a qualitative study. From the interview, I found out that both of the participants are not really exploring the potential of mobile phones and smart phone to support their English learning. However, they described some activities they usually do with their phone. Those activities can be considered as using mobile phones and smart phone to support their learning. Based on the interview results, two themes emerged which are advantages and challenges of using mobile phones and smart phones in language learning.

In deciding the themes, I adopted several themes emerged from the study conducted by Gikas& Grant (2013) about some advantages of using mobile devices in learning. The themes I adopted from their study are about the advantages (accessing information quickly, variety of ways to learn, communication and content collaboration) and challenge (device as distraction). I decided to do so because after analyzing the data I got from the interview chat, the responses given by my two participants were about the same themes as the finding in Gikas& Grant study. For the other themes in my study, I just made them based on the responses of my participants.

4.1 Advantages of using mobile phone and smart phone in language learning

Both of the participants have the same perceptions that mobile phone and smart phone provide some advantages to support their language learning. The advantages include accessing information quickly, variety of ways to learn (doing task, practicing English, self-taught, vocabulary), flexibility in time and place, communication and content collaboration, and improving four skills.

Accessing information quickly

One of the advantages provided by mobile device is enabling students to access information about campus stuffs quickly. When asked about the activities the participants always do with their phones, one of the participants said:

Bela : Chatting, online on Facebook, BBM, *checking related campus information on BBM group*

Variety of ways to learn: doing task

Mobile devices provide variety of ways for the students to learn, including in supporting them when doing task given by their teachers. Both of the participants agree that mobile devices can help them in doing task.

Bela : Yes. I sometimes read articles to get reference for my task

Nurjamaliah : Yeah, I sometimes just read English articles on phone for completing my task, not really for improving my English

From the extracts above, it can be seen that the two participants make use of their phone to read online articles with the purpose of completing their task. If students used to read articles on the computer or laptop, now they can do it using their phone which they bring anywhere. Therefore, mobile devices have great potential to support students in learning.

Variety of ways to learn: practicing English

Language learning can take place not only in the classroom, but also outside the classroom. Mobile devices can facilitate students to learn English outside. One of the participants described how she used her phone when chatting with her friend with the purpose of practicing her English.

Bela : I use both Indonesian and English, but more often use Indonesian. When I want to practice my English, I use English.

Another participant shares the same opinion by saying:

Nurjamaliah : Alright, I do agree that mobile phone has advantages for me when I'm learning English. I divided into two features of mobile phone that I use, first Internet access that I can go for browsing anything related to English articles, or others, then WA where I can do chatting with everyone to practice my English.

The responses above show how mobile devices can help students improve their English especially writing skill when chatting with friends. Furthermore, improving writing is not the only thing the students can do with their phone. Interestingly, both of the participants also use their phone to practice their pronunciation.

Bela : I have. Sometimes my teachers assign a task to record our voice. I also sometimes record my voice while reading English articles or magazine just to check my pronunciation

Nurjamaliah : I've ever used voice recorder *to record my pronunciation* and it's still bad

Variety of ways to learn: self-taught

Bela agrees that learning can be self-taught. She said that her phone has helped her a lot when learning at home because she can find any material she likes on the Internet using her phone.

Bela : Yes. Because language learning can be self-taught. With a phone which has internet access, I can find some online learning materials which can be used in my class.

Variety of ways to learn: vocabulary

Both of the participants perceive mobile phone as a useful device to enlarge their vocabulary. Electronic dictionary that they have installed on their phone makes them much easier to master vocabulary. Many times they find new words or they have come

across the words, but just forget the meaning of those words. If long time ago they had to bring their heavy dictionary so that they could find the meaning of the words, now they can look up the meaning using the electronic dictionary on their phone.

Bela : Then I can use an electronic dictionary when I do not know the meaning of certain vocabularies.

Nurjamaliah : second, Dictionary app that I can look for part of speech of a word

Flexibility in time and place

One of the great things mobile devices offer related to learning is about flexibility in time and place. Both of the participants are in line with this. Bela and Nurjamaliah describe how their learning becomes more flexible. Learning facilitated by phone can be done by them anywhere and anytime. It is so because the device is always with them. They always bring their phone to the class, to the market, before going to bed, and so forth. Therefore, they agree that students should use their phone effectively to support their English learning.

Bela : In addition, we always bring our phone anywhere and anytime. So we can learn English all the time.

Nurjamaliah : Yes, I can learn English and improve that everywhere and everytime. It didn't need special time whether we're in or outside of house, we're free to have eat and drink when doing the online class but still manageable.

Communication and content collaboration

When I asked the participants about the possibility of participating in online class via their mobile phone, both of them have the same perception. They think it will be a great idea. I mention one mobile app, LINE, which is popular in Indonesia. I asked what they think if their teachers set online class via LINE so that the students can learn English out-of-class as extension learning activities in addition to the face-to-face classroom activities.

Bela : I personally think it is a good idea so that the students can learn more not only in the classroom but also outside. For example if the teachers post something on the group, maybe a question to be discussed before face-to-face meeting. It means I can be more prepared to learn in the face-to-face meeting because I have got some ideas from the discussion on the group.

Improving four skills

Interestingly, one of the participants thinks that online class through LINE can improve four skills (speaking, listening, reading, writing). Bela perceives the online class through mobile device allows her to practice her English more. Explicitly, she illustrates her ideas by saying, ‘For example when the teacher asks us to give written response related to specific questions, we practice our writing skill. It also applies to other skills because all the four skills are integrated’.

4.2 Challenges of using mobile phone and smart phone in language learning

Based on their experiences in using mobile phone to support language learning, Bela and Nurjamaliah mention some challenges when asked about the potential use of mobile phones and smart phones in language learning. The challenges include device as distraction, unsupported phone, and overload content.

Device as distraction

Using phone in the classroom is not common in many places all over the world. In Indonesia, most educational institutions prohibit the use of mobile phone during the learning process. Most teachers consider the mobile device as distraction. They do not want their students to play their phone during the teaching and learning process. This is also what Bela experienced. Although Bela realizes the potential of mobile phone to support her learning in the classroom, she faces a challenge. None of her teachers encouraged her and classmates to use phone in the classroom.

The following quote shows:

Bela : As far as I can remember, none of my teachers encourage us to do so. Maybe because they think mobile phone can distract us from the lesson

Unsupported phone

Another challenge when considering to set up online class for students is the issue of unsupported phone. Both Bela and Nurjamaliah describe this. They do not think all students have mobile phone which can install certain mobile app.

Bela : Also some friends might not play their phone regularly. It means they might not be able to participate in the discussion. Moreover, not all students have phone which can install such mobile app

Then when I mention if Nurjamaliah is interested in participating in online class via LINE in the future, she explicitly states her reason. She likes the idea because it will allow her and other students to have more exposure to English. But in line with what Bela said previously, Nurjamaliah also has fear that her phone will not support the activity since she just owns standard mobile phone. She wonders if she can install LINE into her phone.

Nurjamaliah : waww it sounds very great. I do want to have any apps for English learning, but I worry that my Nokia can't support it. Maybe I shoud try

Overload content

The third challenge that might occur if teachers set up online class via mobile app is in relation to overload content.

Bela : But many members on the group can be a problem, for example when chatting. The content can be overload. I have to read the discussion from the beginning until the end in order to understand what each member is talking. The problem is each of us must have some other activities, not just focus on the group discussion.

5. CONCLUSION

This study has shown students' positive perceptions of using mobile phones and smart phones in language learning. As a result, the research question is answered. They believe that mobile devices bring many advantages to support their learning both inside and outside the classroom. Mobile technologies can provide greater learning opportunities for students if teachers can make use of these technologies effectively. The technology is available, now "it is the instructor who must lead effective ways to implement devices in learning" (Gikas& Grant, 2013).

The findings inform me as an English teacher that the students in my context, Riau province, like the idea of learning by making use of mobile device. Therefore, I should find interesting activities which can provide fun and greater learning

opportunities in my future teaching practice. This small scale study can also be used to inspire fellow English teachers in Riau province to use mobile technologies to support language teaching and learning. The integration of mobile technologies can provide more opportunities for the students to learn English. Furthermore, the challenges emerged in this study can make me and other teachers more aware and find ways to counteract them when deciding to make use of mobile technologies.Future research can be to find out teachers' perception of using these technologies in their teaching. It is useful to see from both sides; students and teachers.

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Appendix 1

Interview Questions

Date of the interview :
Name of the interviewee :

Opening

1. What is your university major?
2. What semester are you?

Exploring students' perceptions of using mobile phones and smart phones in language learning

1. Do you have mobile phone or smart phone?
   Probing question:
   What features does your phone have? (SMS, Camera, video recorder, internet access, voice messeging, etc)
2. What activities do you usually do on your phone?
   Probing questions:
   a. Do you read online English newspaper on your phone (The Jakarta Post/Globe)?
   b. Do you send SMS in English from your phone?
3. Do you think mobile phone and smart phone can be used in learning English? Give your reason. (Reference: Fazeena, Hewagamage & Ekanayake, 2011)
   Probing questions:
   a. Have you ever used your phone to learn English at home or in the classroom?
   b. Do your teachers encourage you to use a mobile phone in and outside the classroom for language learning? Please give examples. (Aamri & Suleiman, 2011)
   c. Are you willing to install learning applications such as duolingo, dictionary, quizlet, etc to improve your English proficiency?
   d. Do you use the voice recorder of your phone to practice your speaking or pronunciation? (Reference: Begum, 2011)
   e. Can you describe the course where you used mobile computing devices? (Gikas & Grant, 2013)
   f. How did you interact with classmates/teachers using the device? (Gikas & Grant, 2013)
   g. What type of activities did you use the device for in your course?(Gikas & Grant, 2013)
4. What do you think if your teachers set up online class as an extension learning activity in addition to face-to-face meeting, for example using LINE?
   Probing questions:
   a. Would you like to participate in online discussion on your phone (via LINE)?
   b. Do you mind paying for Internet connection for your phones in order to learn English?
   c. Do you think you can improve your English skills (listening, reading, speaking, writing) by participating in online class on your phone? Any idea how your English skills can be improved?
   d. In your opinion, do you feel comfortable to learn English on your phone?

e. Do you prefer to read mobile message/ Email message on PCs? (Begum, 2011)

Closing
I think that is all. I will write up this interview and send it back to you for correction. You can add more information if you wish. Thank you very much for your participation.

Appendix 2

Data Analysis
1st Participant

Date of the interview : 25 March 2015
Name of participant : Bela

No	Questions	Answers	Coding	
			Sub themes	**Main Themes**
	Opening			
1	What is your university major?	English education		
2	What semester are you?	8th semester		
	Exploring students' perceptions of using mobile phones and smart phones in language learning			
1	Do you have mobile phone or smart phone?	I have a smart phone which has some features such as SMS, camera, voice recorder, browser, music, BBM, WhatsApp, dictionary, twitter, app world, etc		
2	What activities do you usually do on your phone?	Chatting, online on Facebook,BBM,**checking related campus information on BBM group**	Accessing information quickly	Advantage
	Probing: How about reading English articles on your phone?	Yes. **I sometimes read articles to get reference for my task**	More learning opportunities: doing task	Advantage
	Probing: Do you use Indonesian or English when chatting on BlackBerry Messenger?	I use both Indonesian and **English**, but more often use Indonesian	More learning opportunities: practicing English	Advantage

3	Do you think mobile phone and smart phone can be used in learning English? Give your reason. (Reference: Fazeena, Hewagamage & Ekanayake, 2011)	Yes. Because language learning can be self-taught. With a phone which has internet access, I can find some online learning materials which can be used in my class. Then **I can use an electronic dictionary when I do not know the meaning of certain vocabularies**. In addition, we always bring our phone anywhere and anytime. So **we can learn English all the time**.	More learning opportunities: vocabulary More learning opportunities: flexibility in time and place	Advantage
	Probing: When at home, have you ever used voice recorder on your mobile phone to practice speaking or pronunciation?	I have. Sometimes my teachers assign a task to record our voice. I also sometimes record my voice while reading English articles or magazine just to check my pronunciation	More learning opportunities: practicing pronunciation	Advantage
	Probing: How about in class? Have you ever used your phone to support your learning?	Sometimes I use my phone to find the meaning of new words using electronic vocabulary that I install on my mobile phone	More learning opportunities: vocabulary	Advantage
	Probing: Do your teachers encourage you to use a mobile phone in and outside the classroom for language learning? Please give examples. (Aamri & Suleiman, 2011)	As far as I can remember, none of my teachers encourage us to do so. Maybe because they think mobile phone can distract us from the lesson	Device as a distraction	Challenge

4	What do you think if your teachers set up online class as an extension learning activity in addition to face-to-face meeting, for example using LINE?	I personally think it is a good idea so that the students can learn more not only in the classroom but also outside. For example if the teachers post something on the group, maybe a question to be discussed before face-to-face meeting. It means I can be more prepared to learn in the face-to-face meeting because I have got some ideas from the discussion on the group. But many members on the group can be a problem, for example when chatting. **The content can be overload**. I have to read the discussion from the beginning until the end in order to understand what each member is talking. The problem is each of us must have some other activities, not just focus on the group discussion. Also some friends might not play their phone regularly. It means they might not be able to participate in the discussion. Moreover, **not all students have phone which can install such mobile app**	More learning opportunities: communication and content collaboration Overload content Unsupported phone	Advantage Challenge
	Probing: Do you think learning English on	I think so. Because we can practice our English	More learning opportunities:	Advantage

	your phone (participating in the online class set by your teachers using mobile app such as LINE, WA, or BBM) can help you improve your English skills (speaking, listening, reading, and writing)?	skills in the online discussion. For example when the teacher asks us to give written response related to specific questions, we practice our writing skill. It also applies to other skills because all the four skills are integrated	improving four skills	

Appendix 2

Data Analysis
2nd Participant

Date of the interview : 27 March 2015
Name of participant : Nurjamaliah

No	**Questions**	**Answers**	**Coding**	
			Sub themes	**Main Themes**
	Opening			
1	What is your university major?	My major is English education		
2	What semester are you?	I'm at 8th semester		
	Exploring students' perceptions of using mobile phones and smart phones in language learning			
1	Do you have mobile phone or smart phone?	I use Nokia Asha that has SMS, Camera, Internet, WA, and others standard features		
2	What activities do you usually do on your phone?	**SMS, chatting, listening to the music, reading articles, etc**		
	Probing: Can you elaborate the idea? So you read the articles on your phone? English articles?	Yeah, I sometimes just read English articles on phone ***for completing my task***, not really for improving my English	More learning opportunities: doing task	Advantage

3	Do you think mobile phone and smart phone can be used in learning English? Give your reason. (Reference: Fazeena, Hewagamage & Ekanayake, 2011)	Alright, I do agree that mobile phone has advantages for me when I'm learning English. I divided into two features of mobile phone that I use, first ***Internet access that I can go for browsing anything related to English articles***, or others, then***WA where I can do chatting with everyone to practice my English***. second, Dictionary app that I can look for part of speech of a word	More learning opportunities: reading English articles More learning opportunities: practicing English More learning opportunities: vocabulary	Advantage
	Probing: Anyway, does your phone have voice recorder? If it does, have you ever used it to record your voice with the intention of practicing your speaking or pronunciation?	**I've ever used voice recorder *to record my pronunciation* and it's still bad**	More learning opportunities: practicing pronunciation	Advantage
	Probing: Are you willing to install learning applications such as duolingo, dictionary, quizlet, etc to improve your English proficiency?	waww it sounds very great I do want to have any apps for English learning, but **I worry that my Nokia can't support it** maybe I shoud try	Unsupported phone	Challenge
	Probing: Do your teachers encourage you to use a mobile phone in and outside the classroom for language learning? Please give examples. (Aamri &	yaa, like Mrmasyhur that tell us to use more our phone to learn English such as usinng Skype and	More learning opportunities: vocabulary	Advantage

	Suleiman, 2011)	MrNababan asks us *to listen vocabularies from the app*		
4	What do you think if your teachers set up online class as an extension learning activity in addition to face-to-face meeting, for example using LINE?	it's very great idea. it will help us to keep in touch, esp for learning and using English... so here is the story MrNababandid't use it personally, cause his phone is just a standard one, but he know that smartphone could have dictionary with voice, while MrMasyhur has ever made Skype group but it didn't work well	Communication	Advantage
	Probing: So you've experienced learning through online class via Skype on your phone, but did not work well?	maybe other friends have Skype on their phone but not me, andI just have ever used skype on computer	Unsupported phone	Challenge
	Probing: Do you think learning English on your phone (participating in the online class set by your teachers using mobile app such as LINE, WA, or BBM) can help you improve your English skills (speaking, listening, reading, and writing)?	Yes, I can learn English and improve that everywhere and everytime. It didn't need special time whether we're in or outside of house, we're free to have eat and drink when doing the online class but still manageable	Flexibility in time and place	Advantage

Applying Mind Mapping Technique in Improving English Vocabulary Mastery of EFL Learners at the Arabic Education Department FTIK IAIN Palu

Abdul Gafur Marzuki
FTIK IAIN Palu
gbudiperwira@gmail.com

ABSTRACT

The aim of this study is to improve the EFL learners' English vocabulary mastery through the application of mind mapping technique. The study employed the Classroom Action Research Design. The subject of this study was 49 undergraduate EFL learners at the Arabic Education Department FTIK IAIN Palu *in 2014/2015 academic year. The data were collected through three research instruments: 1) vocabulary test, 2) observation sheet, and 3) field notes. This research was conducted in two cycles and each cycle was done in four meetings including the post cycle vocabulary test. The result of study shows that using Mind Mapping technique can improve the EFL learners' vocabulary mastery. This is proved by the improvement of the EFL learners' vocabulary test score results. In the first cycle, the average of the learners' who fulfill the criteria of success is 55.1% which means that only 27 learners from 49 samples can pass the minimum standard score. In the second cycle, the result of the test is proved to increase into 85.7% which means that 42 of 49 learners have been successful to fulfill the criteria of success. Based on the result of the data analysis, it can be concluded that the EFL learners' vocabulary mastery has been improved through the application of Mind Mapping Technique in the teaching of English.*

Keywords: Applying, Mind Mapping, Vocabulary Mastery

BACKGROUND

English has been the main language for communication among countries in the world. It grows exceedingly necessary for any country in taking parts in international communication. Rapid development of information technology and communication has turned the world into a global village. Such development and changes have caused social life and interaction cannot be merely restricted by territorial boundaries of a country.

Growing as a social phenomenon, English then turns as one of the compulsory subjects in the area of education in most countries. In response to this, Indonesia has been enforcing numerous efforts towards the use of English through education, where it is taught in every level of education in Indonesia.

Numerous studies and references reveal that the teaching of English at university level in Indonesia has not significantly showed a satisfactory result. While the curriculum demands the teaching of English should be taught intensively and in integrated ways, many English lecturer as well as the EFL learners has found out that mastering English vocabulary is difficult to acquire. Most of them have been confronted

to various problems dealing with mastering the English words thus made the teaching and learning of vocabulary mastery becomes challenging.

Facts found in the fields based on some research on English education reveal that the real problems faced by EFL learners may differ to some conditions. Many EFL learners do not know the meaning most of the English words. Some EFL learners may have difficulty to pass on ideas, events and experiences in English because of a limited knowledge range of the language. Others may have problems with understanding short texts or building grammatical sentences. Further, most EFL learners will simply stand their problems on their lack of English vocabulary mastery which impede them in organizing and communicating their opinion and thoughts whether in spoken or written form.

Realizing the importance of English has put it as significant subject in almost all study programs at universities. In the curriculum of the Faculty of Tarbiyah IAIN Palu, English is considered as an MKU (*Mata Kuliah Umum*) which cover the subjects of English 1 and English 2. They are classified as a compulsory subject for every Tarbiyah Faculty students. The subjects are taught in all departments at the faculty, they are: Pendidikan Agama Islam (Islamic Education), Manajemen Pendidikan Islam (Islamic Educational Management), Pendidikan Bahasa Arab (Arabic Education) and are offered in the first and second semester. Each subject has 2 SKS with 100 minutes of duration for each meeting. At present, the subject English 2 is oriented to academic objectives which demand the graduates are able to communicate in English to absorb information from articles or written sources from the entire world. It emphasizes on developing However, learners' achievement has not yet been satisfied enough. It is indicated by the learners' achievement which still lies far below the standard.

Based on her previous experience of being an English lecturer of the second semester of EFL learners at the Faculty of Tarbiyah IAIN Palu especially Arabic Education Department, the researcher found out that EFL learners mostly faced difficulties in learning English. One of the factors which contributed to the problem was the poor mastery of vocabulary knowledge. The EFL learners are lack of stock of the words. The EFL learners who have little knowledge of vocabulary will face some difficulties to understand the written language and oral language. English learners' competence will not improve very much when they are confronted with learning English grammar most of the time. Most improvement to it would be seen when the learners learn more words and expressions, since they can say very little with grammar, but almost anything with word. The EFL learners may get some difficulties in learning a language if they have limited number of vocabularies. Some experts argue that the success in mastering a language is determined by the size of the vocabulary one has learned. It is further emphasized that learner needs not only to learn a lot of words, but to remember them. To master all the language skills, vocabulary knowledge are important that have to be known by the EFL learners and the teachers of English should have a technique that makes the EFL learners interesting in learning vocabulary. There are many techniques of making the EFL learners interested in what they are learning especially in learning vocabulary. Brown (1994, p.48) states that techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well.

Based on that condition the factor that influence in English ability is the factor of the EFL learners itself and the factor of the lecturer (who doubles as an English lecturer). The factor of the EFL learners at Arabic Education FTIK IAIN Palu is that

EFL learners less imagine, express the ideas into English. EFL learners are not able to memorize vocabulary because EFL learners were less attention to spelling and meaning of the word what they know. While the factors EFL learners' vocabulary mastery of the lecturer factor is the lack of creativity of lecturers in using attractive media or techniques that can help EFL learners to be motivated to learn.

However, vocabulary learning which is combined with the use of media image is believed to be helpful to facilitate the EFL learners' mind. the media can help EFL learners' skills to improve and increase of vocabulary mastery. Experts assert that EFL learner needs not only to learn a lot of words but they have to remember them. To master all the language skills, vocabulary knowledge are important that have to known by the EFL learners and the lecturers of English should have a technique that makes the EFL learners interesting in learning vocabulary. There are many techniques of making the EFL learners interested in what they are learning especially in learning vocabulary. As Brown stated that techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with approach as well."

Memory sensory has important value in learning vocabulary. The EFL learners need balancing in usage of the left brain and right brain. Whole brain is needed by the EFL learners to think perfectly. Right brain is for creativity and visualization. Left brain is for logical and rational. Mind mapping combines both and become whole-brained. It stimulates the brain by appealing to both the creative and logical side of the brain. De Potter and Hernacki (2008, p. 8) explain that mind mapping use visual reminder and sensory into a pattern from the ideas which are related. Mind mapping allows the EFL learners to clarify their thoughts by categorising and grouping into related ideas.

Thornbury (2002, p.22) describes that vocabulary cannot be taught, it can be presented, explained, included in all kind of activities and experienced in all manner of associations which is ultimately it is learned by the individual. Related to it, thus mind mapping is believed to be one of the techniques or activities that can be used in teaching vocabulary which involve the essential idea and alleviate EFL learners' difficulties in vocabulary mastery. Based on the problems, then, the researcher formulated the research problem as follows: 1. How is Mind Mapping technique applied in English teaching to improve the vocabulary mastery of EFL learners at the Arabic Education Department FTIK IAIN Palu? 2. Can the implementation of Mind Mapping technique improve the vocabulary mastery of EFL learners at the Arabic Education Department FTIK IAIN Palu?

RESEARCH METHOD

This is a classroom action research. The research design is planned and the structures is arranged that the researchers can obtain the answer to research questions (Muslich, 2011, p.14). Generally, the purpose of this study to improve learners' ability in vocabulary mastery in the EFL learners of the Arabic Education Department FTIK IAIN Palu through the implementation of Mind Mapping technique.

The data in the study were obtained from the actions of cycles given to the learners in class. Each action was conducted in the form of cyclical process referring to Kemmis and Mc. Taggart's model (in Arikunto, 2010, p.131). This research consisted of four steps: planning, acting, observing and reflecting.

The study involved one class of undergraduate EEL learners, whom registered in the second semester of the academic year 2014-2015. In fact, the class consisted of 50 learners. However, the data gathered in this study only analyzed the grades of 49

learners since the other 1 learner did not attend the sessions regularly thus affected the class total sum of vocabulary achievement. Selection towards the sampled class was done because the researcher has been teaching as an English lecturer there since the first semester.

There are two kinds of data served for the analysis of this study. They are: 1) the test score and 2) documents as the result of observation as well as field notes. In this research, score test was taken from the student individual work, and the documents were taken from the field notes gathered from learners' activities of implementing the mind mapping technique.

Data source is the subject where the data can be found (Arikunto, 2010, p. 107). In this study sources of data are: Learners' works (this source is used to take learners' score), and research's documentation (taken from the field notes and observation sheet).

The data collection method used in this study was conducted through test and non-test instruments. Test is one of the methods of data collection that often to be used in collecting the data (Muslich, 2011, p.146). The test data is taken by administering the vocabulary test, and data collection method from the non-test is taken by doing observation and taking the field notes.

There are some instruments which have been prepared in order to be easier in monitoring the implementation of Mind Mapping technique in the teaching and learning activities. All of those instruments are described as follows:

A test is used to evaluate something and to see how it works better (Wallace, 1993, p.47). A Test was given to learners in every ending of the cycle of this study. The test contained some questions from the learners related to the vocabulary in the theme.

Observation involved some form of observation of professional action or of learning process (Wallace, 1993, p.46). It means that the observation sheet is used to check whether all of activities during teaching and learning process.

Field notes served as the supporting data for the research. It gave supplementary information which collected in the observation phase. It provided additional description which somehow did not included in the observation.

The data were collected from the learners' vocabulary test in cycle are computed quantitatively by using percentage formula. The formula used to find the mean score was as follow:

$$\% X = \frac{X_1}{N} \times 100\%$$

% X : percentage of success
X_1 : number of the learners who passed the test
N : total of learners

Then, the results of the data analysis above would be classified qualitatively to answer research problem based on the classification of the score applied in the Arabic Education Department FTIK IAIN Palu below:

Table 1: Classification of Passed

Final Score	Grade	Quality Digit	Classification of Passed
≥ 80	A	4.0	Passed
75 – < 80	B+	3.5	Passed
70 – < 75	B	3.0	Passed
65 – < 70	C+	2.5	Passed with requirements
55 – < 65	C	2.0	Passed with requirements
50 – < 55	D	1.0	Failed
< 50	E	0	Failed

The collected data from observation were analyzed qualitatively. It was described based on the findings during the classroom observation. To execute the analysis of observation data, the researcher used field notes and the last, researcher transcribed the field notes to obtain more information on the activity during teaching of vocabulary process.

RESEARCH FINDINGS AND DISCUSSION

The data gathered by all research instruments during the observation on preliminary research, the implementation of Mind Mapping technique in the teaching of vocabulary, as well as the test result of the first cycle and second cycle would be considered as the main findings in this classroom action research. The data then analyzed, interpreted and discussed as follows.

The preliminary study was conducted to get information about the real condition of the learners during teaching and learning process. By interviewing with two undergraduate EFL learners, the researcher revealed some problems faced by the learners especially in mastering English vocabulary. The problems were among others: they got difficulties with pronunciation of the word, they felt hard to understand the meaning of a short text and they also had difficulties in building a good sentence for they got problems dealing with sentence completion.

The research was conducted from March 26th, 2015 until May 15th, 2015. The preliminary study was taken place in the second week of April, from 6th to 10th, 2015. The researcher gave the learners a preliminary test of vocabulary. The test was comprised of 10 items of matching test, 7 items of completion test and 3 items of translation test. The test was intended to measure the learners' mastery of English vocabulary. There were forty nine learners joined this test.

The result of the test showed that the learners' vocabulary mastery was quite poor. It was found that among 49 learners who joined the vocabulary test, only 19 learners could get score 65 or more while others got the score less than 65. However, from all those 50 learners, only 49 learners who attended or joined the research in regular basis, thus the researcher only took those numbers of 49 learners as the sample of her research. Subsequently, the percentage of success was: (19:49) x 100% = 38,7%. From the formula, it is found that there were 38,7% learners passed the preliminary test while the other 61,3% were failed. The result was far below the criteria of success which was 80%, accordingly it depicted the learners' vocabulary mastery before the implementation.

The data taken in the first cycle was carried out from procedure of classroom action research in covering planning, action, observing and reflecting. After analyzing the result in preliminary study, the researcher designed the. It was hoped that the implementation of the mind map technique would run successfully. The SAP was arranged and developed based on the second semester program. Besides that, the researcher needed to prepare instruments of vocabulary test and get information of criteria of success from the English lecturer. There were 49 learners joined the class and all of them did the same vocabulary test which were comprised of completion test, matching test and translation.

In this part the researcher presented the description during the research in each meeting of first cycle. The first cycle was covered in four meetings. The first meeting was the introduction of implementing the mind map technique. The activities in the second and third meeting were used to involve the learners in the teaching of vocabulary based on their topic of learning material. The test for first cycle was conducted in the fourth meeting.

The first meeting was done on April 13th, 2015. This meeting was conducted to introduce the mind map technique. In pre activity of teaching and learning process the researcher began the class with greeting and checking the learners' attendance list. In main activity the researcher began with explain about the theme and the short of text. Then, the researcher explained about mind map, the steps of mind map and how to map in our mind. In post activity, before closing the class, the researcher evaluated the teaching and learning process by asking the learners about the difficulties and responses toward the using of mind map technique.

The second meeting was done on April 23th, 2015. In pre activity, the researcher began the class with greeting and checking the learners' attendance list. In the main activity the researcher began with remind the learners the last lesson. Then, the researcher give example how to map their mind and write the key word than the learners mentions with other word that have relation with main themes on the thick branches. After that, the researcher asked the student to make small group consist of 7-8 members. Every group had to discuss the material and make mind map by groups. In the fourth meeting, the lecturer asked the learners to do vocabulary test individually. The type of test is completion test, matching tests and translation test related to mind map. In post activity, the researcher closed the class and greeting.

This stage was conducted by the researcher during the time of acting stage. The research used observation sheet to observe the learners' activities and responses during teaching and learning process. The researcher wrote the field notes to record all of activities in the classroom after finishing the class.

The vocabulary test of the first cycle, was done at the fourth meeting on April 20th, 2015. There was a difference of learners' result between the preliminary test and the first cycle test. In the first cycle test, some learners got better grade than in the preliminary test.

The reflecting was done by the researcher after the results of observation and the results of vocabulary test were collected. Based on the data from the observation, not all of the learners were involved actively during teaching and learning process of vocabulary mastery in this theme using mind map technique. Based on the percentage of success of the learners' vocabulary test of the first Cycle was 55.1%. It means that the percentage of success of learners' vocabulary mastery in this cycle had not yet not fulfilled the criteria of success, which was 80% of all learners.

The result can be caused by some factors. First, from the observation in the first cycle, it was found that many learners still had problems in mastering vocabulary. It could be seen from the learners answer in the vocabulary test. Second, from the observation that was done by the English lecturer, it was known when the learners did the exercise in a group some learners were passive and they did not join the discussion.

Therefore, improvement of action in the second cycle was needed to solve the problems found in the first cycle. The actions in the second cycle were conducted by the researcher by revising the SAP in the first cycle with also considering the learners weakness in the first cycle. Their weakness was related to the vocabulary mastery in the topic given.

The second cycle was started by revising the teaching strategy of vocabulary mastery using mind map technique applied in the first cycle. Planning Since the implementation in first cycle had not yet given significant change on the learners' vocabulary achievement in vocabulary mastery and the implementation of mind map technique was not satisfactory yet, the researcher revised the SAP. In this SAP, the researcher arranged the learners to discuss the task using mind map technique with individually. It is hope the learners more active because they done themselves.

The implementation during the first Cycle had contributed some information for the researcher to develop better activities for the second cycle. Likewise the first cycle, the second cycle was also conducted in four meetings. The first meeting of the second cycle was done on April 30th, 2015. In pre activity the researcher started the class with greeting and checked the learners' attendance. In main activity, the researcher explained more about the mind map and explained the vocabulary in the theme. After that, the researcher asked the learners to map their mind individually about the last theme. After the finished the lecturer asked some the learners to write the board, because the time is limited for the researcher to check all of the learners' works, so she continued to do it later. In post activity the researcher closed the class and greeting.

The second meeting and the third meeting of the second cycle was conducted on May, 4th and May 11th, 2015. In every pre-activity in each session, before continuing the lesson, the researcher began with greeting the class and checked the learners' attendance. In main activity, the researcher reviewed the lesson in first meeting and then discussed the result of discussion in the first meeting, than the lecturer directly asked the learners to make mind map again with other topic to remind their vocabulary by using mind map technique. After that, the researcher gave vocabulary test of the second cycle. The researcher gave a completion test, matching test and sentence translation. In post activity, the researcher closed the class and thanking the learners for their cooperative attitude during the research.

In this part, the researcher observed the learners' activity during the process of teaching and learning. It focused on the learners' activity in teaching vocabulary using mind map technique. Based on the research instruments used (observation sheet), it was found that the learners developed more active during teaching and learning process than in the previous cycle (first cycle). It could be seen from the learners who answered the researcher's questions in teaching and learning process.

The vocabulary mastery test in the second cycle was conducted at the end of the fourth meeting. The test was done to measure the learners' vocabulary mastery after the implementation of mind map technique in the teaching of vocabulary.

The reflecting was done by the researcher after the results of observation and field notes and the results of vocabulary test of second cycle were collected. Based on

the percentage of success of the learners' vocabulary test of second cycle was 85.7%, it declared that the percentage of success of the learners' vocabulary mastery in this cycle could fulfill the criteria of success that was 80% of all the learners.

There were some factors that influence the result. They were as follows:

1. Most of learners were active in teaching and vocabulary process by using mind map technique. It could be seen by the learners who answered the lecturer's questions in teaching and learning process.
2. Most of the learners could understand the meaning and memorize the vocabulary. The learners were also developed better in accomplishing the vocabulary tasks. It could be seen from the result of vocabulary test that increased from 55.1% in first cycle to 85.7% in the second cycle.

Since the result of the second cycle had fulfilled the criteria of success of the research target, then the action was ended.

RESEARCH DISCUSSION

Related to the application of mind map technique in teaching and learning process of vocabulary mastery, it could be seen that teaching vocabulary using mind map technique was able to improve the learners' achievement in vocabulary mastery. In this case, mind map technique assisted the learners to master the English vocabulary which was learnt. It happened because in mind map technique, learners learnt how to imagine then expressed their mind, be more creative, have a good way to memorize the words in a simple and short time. The learners began this activity from classified the specific words (key word) in the central image then they could to continue with other words in some braces that related to the key word, however the learners had much word in their mind and write the other word in mind map.

The activity in the second cycle was better than in the first cycle, where the learners had less difficulty in vocabulary assignment given in the teaching learning process. The occurrence might have happened since all the activities conducted from the first cycle up to the second cycle had given the learners more experience and exploration of words. The revision done in the activities of the second cycle had made some improvements towards the learners' competence. The researcher arranged the learners to discuss with their partner only, not in a group of 7-8 members as in the first cycle.

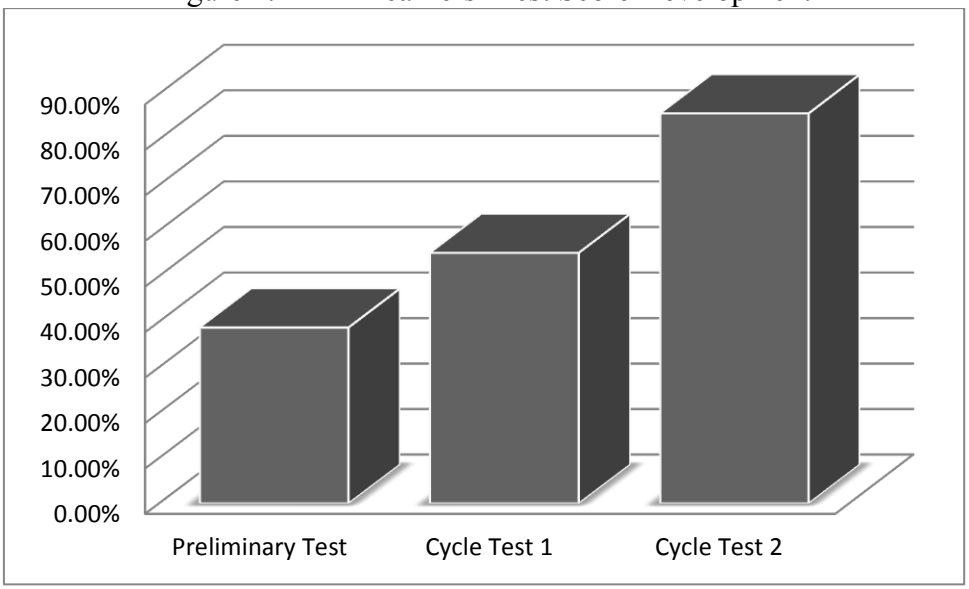
The revision of the activities in the second cycle could improve the learners' competence in vocabulary mastery. Moreover, it gave the learners more experience in vocabulary in their mind better since they did it with drawings, colors, and pictures so that it could assist them in memorizing the words, meaning and thing related to the topic of the learning materials. To make it clearer in understanding the research result of the improvement of learners' vocabulary mastery in preliminary, the first cycle and second cycle are stated in the following table.

Table 2 The Recapitulation of EFL Learners' Test Result

No.	Stage	Percentage of Success
1.	Preliminary test	38.7%
2.	Cycle Test 1	55.1%
3.	Cycle Test 2	85.7%

The development of the EFL learners' achievement can be described in the next diagram:

Figure 4.1 EFL Learners' Test Score Development



The figure showed that the percentage of the learners' success in vocabulary mastery achievement had improved from 38.7% or "poor" in preliminary study to 55.1% or attributed as " fair" in the first cycle. Then, the percentage of the learners' success in vocabulary mastery had improved from 55.1 % or "fair" in first cycle to 85.7% or attributed as "very good" in second cycle. In other words, the result of the test in the second cycle had achieved the criteria of success of this research. Thus, the action research was accomplished.

Based on the finding above, it could be concluded that the use of mind map technique could improve the learners' vocabulary mastery. Hence, the result of this action research is the undergraduate EFL learners at the Arabic Education Department FTIK IAIN Palu vocabulary mastery can be improved by applying the Mind Mapping technique.

CONCLUSION

From the analysis data presented in chapter four, the researcher finds that after the implementation of the strategy, the students vocabulary mastery can be improved. Based on the students' response, mind map technique is interesting and exciting. They enjoyed the activity during the course and worked out the activity seriously. So, it can be concluded that mind map technique can improve the students' English lesson exactly vocabulary mastery.

Based on the students' score in preliminary study, it is shown that the students' vocabulary needs to be improved because their scores are low. There are just 38.7% or 19 of 49 students who passed the preliminary test. The success of this class is less than 80%, so the result could not achieve the criteria of success. It means that the vocabulary mastery before implementation of the strategy was quite weak. Therefore, the researcher implemented a classroom action research to improve the condition.

From the implementation of the first cycle on this study, the researcher found that the number of the students who passed the test increased. There were 27 of 49 students (55.1%) passed the test and there were 22 students who did not passed (44.9%). However the researcher had not been satisfied on this result because the percentage of the students' score still below the criteria of success.

At the end of the second cycle, the result of the test score analysis showed that there were 42 (85.75) students who were successful completing the test with grade above the standard (65) while 7 other students still achieved the score below the standard.

Having analyzed all the result collected in this research, it is indicated that majority of the students could understand the learning materials and improved their English vocabulary. Subsequently, it can be concluded that the implementation of Mind Mapping in the teaching of vocabulary was proved to be effective in improving the EFL students at the Arabic Education FTIK IAIN Palu.

RECOMMENDATIONS

Based on the conclusion above, the researcher would like to give some suggestion. They would be as follows:

1. For English lecturers
   English lecturers could use mind map techniques references as a media in teaching vocabulary. Considers the advantage of mind mapping, it is hoped that this technique can stimulate the EFL students' interest and motivate them in learning vocabulary mastery. However, the material applied in this research was only limited for the second semester, so it is suggested for the lecturers to expand the material to improve other aspects or skill of English subject.
2. For the other researcher
   It is suggested that other researchers might use the research results as information or a reference to conduct further research. Considering the limitation of this research, it is recommended to make some improvements on research design, learning material, and the process of implementation of Mind Mapping technique in different subject.

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Testing the language competence? English subject in the national standardized exam policy

Putri Ayu Lestari, Yuliana Afifah, Fathia Ramadhani, Hafrizon, and Amirul Mukminin

Jambi University

The study was aimed at investigating whether or not senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy were taking the teaching and learning English in the right way at schools. This study used a quantitative design with a survey study. The participants were 267senior high school students who graduated and at the time of the study, they were studying at one English education study program in a public university in Jambi. Data for this study were collected through surveys which were analyzed by using descriptive statistics. The findings of this study were categorized into: (1) test preparation activities and its impacts on the curriculum and instruction, (2) controversial testing practices, (3) student and teacher motivation, and (4) the accuracy of the exam for measuring students' ability. This study will provide valuable information for policy makers, school leaders, researchers, and teacher educators to understand how the policy is implemented at the school and classroom level. Policy implications are discussed.

Keywords: English subject, standardized testing, national exam policy

INTRODUCTION

Standardized testing plays a key role in the education system (Mukminin, Haryanto, Makmur, Failasofah, Fajaryani, Yulhenli, & Suyadi, 2013). Teachers, principals, parents, and policymakers consider the standardized test can be keys to improving the productivity of Indonesian schools. For policy makers, the results of the standardized test can be employed to evaluate educational organizations, policies, and programs to determine which are most effective and efficient (Dolezalek, 2009; Linn, 2000). Standardized testing is substantial in the way to measure the ability and capability in the end of the school.

For teachers and schools, the tests results can be used to measure the teachers' and students' strengths and weaknesses as a basis for planning educational programs and can inform the degree to which teaching and learning process are working in the classroom and thus inform policymakers about choices they want to take (Dolezalek, 2009). The government had made rules to examine of national examination. However, some people critique the use of the standardized testing in assessing student learning and development due to its biases, inaccuracies, limited ability to measure achievement or ability, and other flaws (Grant & Sleeter, 2007; Nieto & Bode, 2008). Nieto and Bode (2008) uttered, "Another practice that impedes equity in schools is the uncritical use of standardized testing, particularly when employed to sort students rather than to improve instruction" (p. 122). Additionally previous studies have indicated that high-stakes testing policies did not consistently improve the general learning and competencies of students (Amrein & Berliner, 2002). Mukminin, et al. (2013) found

that in Indonesia the national standardized exam had brought undesirable concerns on education and Hoffman, Assaf, and Paris (2001) who conducted a study in Texas found that teachers spent between 8 and 10 hours a week on test preparation to help their students during the entire year, which reduced time for instruction. In addition, Shepard and Dougherty (1991) who investigated the effects the high-stakes testing on instruction by surveying 360 teachers in grades 3, 5 and 6. They found that participants received pressure from district administration and media to improve test scores as a result participants just focused on giving basic skill instruction and giving more time on test preparation.

Despite its inaccuracies, biases, and impropriety as found in the previous studies, the Indonesian central government still uses the national standardized exam policy throughout the country. The test consists of some specific subjects. For science students, the tested subjects are Biology, Physics, Chemistry, Mathematics, English, and Indonesian. For social students, they are economics, history, Geography, Mathematics, English, and Indonesian. These subjects indicate that the national standardized exam only tests students' cognitive skills (mental skill) but the test ignores the other domains of educational activities, namely, affective and psychomotor domains. Bloom (1956) argues that educational activities consist of three key domains, that is cognitive, affective (growth in feelings or emotional areas) and psychomotor (manual or physical skills). It means that merely scores of limited subjects cannot be used to judge students' success in school. Specifically, it suggests that as one of the tested subjects in the national standardized exam, the success of learning English cannot be judged by the standardized-test scores as it often measures superficial thinking (Kohn, 2000). So, standardized testing is not the only way to measure the student's ability effectively and efficiently.

However, regardless of its controversies, research on the practices of the national standardized exam, especially for English subject in Indonesia is still limited except for Mukminin, et al. (2013). Lack of literature and research on the national standardized exam policy practices may not give much information whether the policy directs our teaching and learning English in the right or wrong direction. The purpose of this study was to investigate whether senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy was taking the teaching and learning English in the right direction at schools. More importantly, this study sought to describe how students perceived the national standardized exam related to curriculum, teaching and learning process, student motivation, and teacher motivation.

CONCEPTUAL FRAMEWORK

Many parties have criticized the use of the national standardized exam as the only national standardized test to assess junior, senior, and vocational school students in their final years since its inception in 2003/2004 academic year (Mukminin, et al., 2013). The opponents consists of teachers, parents, educators, students, principals, school administrators, members of House of Representative, Human Rights Commission, non-government organizations, and researchers at local and national levels. The opponents argue that the national standardized exam is in the absence of considering students' socioeconomic backgrounds, quality teachers and principals, and facilities and resources among schools across the regions in Indonesia. As research findings show a broad range of resources are positively related to student outcomes

(Greenwald et al., 1996), a student achievement results from not only school quality but also health, motivational, family, and cultural conditions (Rothstein, 1998), and teacher inputs, school resources, and family inputs are important statistically in explaining student achievement (Levin, 1995). The other important point that the opponents make for their rejection is that the national standardized exam consisting of some specific subjects and determining a pass or a fail of students only tests cognitive skills (mental skill) but ignores the other domains of educational activities, namely, affective and psychomotor domains. Bloom (1956) argues that educational activities consist of three key domains, that is cognitive, affective (growth in feelings or emotional areas) and psychomotor (manual or physical skills). It means merely scores of limited subjects cannot be used to judge students' success in school.

To investigate whether senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy was taking the teaching and learning English at schools in the right direction, a conceptual framework is required to describe their perspectives. In this study, the findings from two studies (Jones & Egley, 2004; Mukminin, Haryanto, Makmur, Failasofah, Fajariyani, Thabran, & Suyadi, 2013) will be used to guide this study, which are related to (1) standardized testing and curriculum and instruction, (2) standardized testing and controversial testing practices, (3) standardized testing and students' motivation, and (4) standardized testing use and accuracy. Egley and Jones (2004) studied whether teachers perceived Florida's high-stakes testing program to be taking public schools in the right direction. In this study they used 708 teachers in Florida to success they study. Most of the participants in their study believed that the testing program was not taking schools in the right direction. Participants mentioned that the test was used inappropriately and that the one-time test scores were not an accurate assessment of students' learning and development. The participants in their study also believed there were negative effects on the curriculum, teaching and learning, and student and teacher motivation. For Mukminin, Haryanto, Makmur, Failasofah, Fajariyani, Thabran, and Suyadi (2013), they studied qualitatively the perspectives of local English teachers on the National Standardized Exam [NSE] policy as a high-stakes exam to gauge student performance nationally at four senior high schools in Jambi City, Indonesia. They found two important themes (1) negative perspectives on the practices and accuracy of the NSE policy and (2) unintended consequences the NSE policy (curriculum and instruction, teaching and learning, teacher motivation, student motivation, less attention to non-tested disciplines, and widespread cheating).

In the present study, we used the findings of the two previous studies to guide us to construct the questionnaire consisting of test preparation activities with five statements, controversial testing practices with six statements, curriculum and instruction in English subject with two statements, students' motivation in learning English during the last year with five statements, and the use and accuracy of the national exam for English subject with five statements

METHOD

We used a survey research as the appropriate research strategy to help us to describe the students' perspectives on the National Standardized Exam Policy. "Survey research is a systematic set of methods used to gather information to generate knowledge and to help make decisions" (Lavrakas. 2008, p.36). "A survey design provides a quantitative or numeric description trends, attitudes, or opinions of a

population by studying a sample of that population (Creswel, 2009, p.145)". 267senior high school students who graduated and at the time of the study were studying at one English education study program in a public university in Jambi involved in this study. This study was conducted at one English education study program, one public university in Jambi Province. To get access to the research site, a variety of networking sources were used. We got permission from lecturers, the head of English education program, and the dean of faculty of teacher training and education at the research site. We asked the participants to participate in this research through the invitation letter.

In terms of data collection, questionnaires in the form of closed-ended questions were used which consisted of test preparation activities with five statements, controversial testing practices with six statements, curriculum and instruction in English subject with two statements, students' motivation in learning English during the last year with five statements, and the use and accuracy of the national exam for English subject with five statements. The respondents were not required to write their answers; instead they selected one of the options. We used *Likert scale* that consisted of a series of statements all of which were related to a particular target: ranging from *Strongly Agree* (SA), *Agree* (A), *Not Sure* (NS), *Disagree* (D), and *Strongly Disagree* (SD) (Dornyei, 2003). The data from the questionnaires were analyzed by using descriptive statistics. Dornyei (2003) stated, "Descriptive statistics are used to summarize sets of numerical data in order to conserve time and space" (p.114). In this study, we looked for the frequency and percentage in each item that participants chose regarding their assessment of their English language learning through the national standardized exam.

FINDINGS

There were two data sets in this study, the first was the data from demographic questionnaire and the second was the data from closed-ended questionnaire.

Demographic information

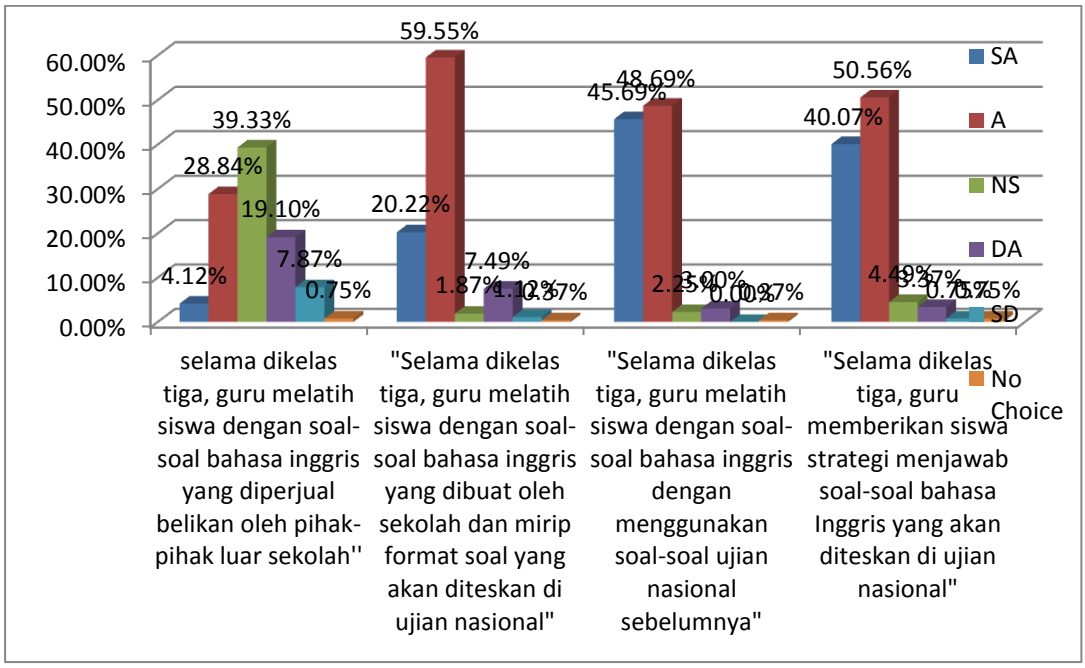
Table 1: Demographic information of participants

Gender	**N**	**Percentage (%)**
Male	55	21
Female	212	79
Location of previous senior high schools	**N**	**Percentage (%)**
Rural Area	123	46.07
Urban Area	138	51.69
Hometown	**N**	**Percentage (%)**
Rural Area	145	54
Urban Area	117	44
Parents Job	**N**	**Percentage (%)**
Teacher	42	15.73
Non Teacher	216	80.90

Test preparation activities

Bode and Nieto (2008) defined that curriculum related to'' what should be learned and under what conditions it is to be learned'' (p. 127). The following chart shows that the highest score of students' perspectives on the test preparation activities was for the statement, *"Selama dikelas tiga, guru melatih siswa dengan soal-soal bahasa inggris yang dibuat oleh sekolah dan mirip format soal yang akan diteskan di ujian nasional"* in which 59.55% of participants chose "Agree". Then, 50.56% of participants chose "agree" with the statement, *"Selama dikelas tiga, guru memberikan siswa strategi menjawab soal-soal bahasa Inggris yang akan diteskan di ujian nasional."*

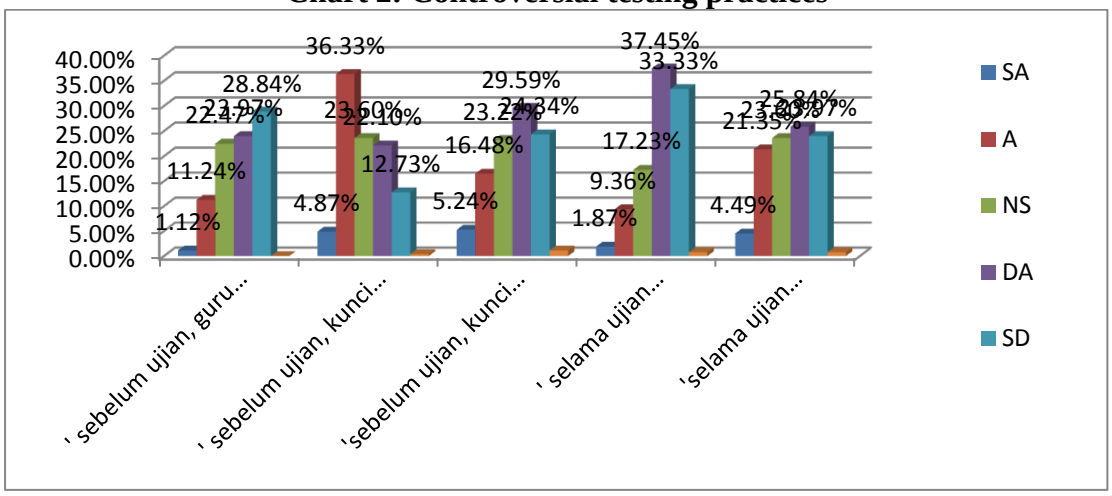
Chart 1: Test preparation activities



Controversial testing practices

A study done by Egley and Jones (2007) reported that the test was created by non-educators, the testing was a political game, the testing spent much money, the test created a negative competition between students, teachers, schools, the test led parents and the public to blame teachers and schools, the test created a negative image of public education.

Chart 2: Controversial testing practices

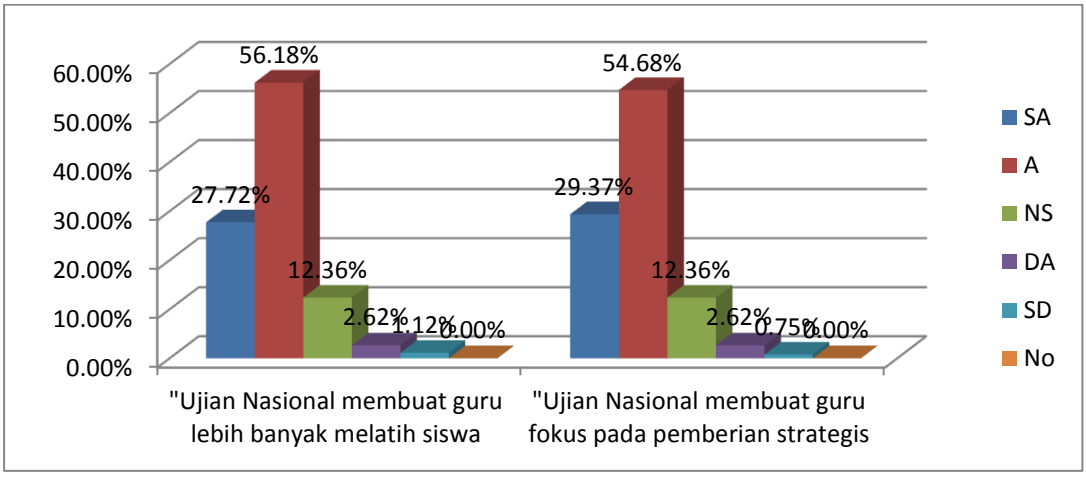


The chart shows that the highest score of students' perspectives on the controversial testing practises was for the statement, *"selama ujian berlangsung guru memberikan kunci jawaban melalui media elektronik"* in which 37.45% of participants chose "disagree". For the statement, *"sebelum ujian, kunci jawaban diberikan oleh kawan-kawan sekelas, "* 36.33% of participants agreed with it.

Curriculum and instruction in English subject

In this study, based on the data analysis, the highest score of students' perspectives on the curriculum and instruction in English subject was for the statement, *"Ujian Nasional membuat guru lebih banyak melatih siswa menjawab soal-soal ujian Bahasa Inggris dari soal-soal sebelumnya"* in which 56.18% of participants agreed with it. Also, 54.68% of participants agreed with the statement, " *Ujian Nasional membuat guru fokus pada pemberian strategis untuk lulus dalam ujian nasional*."

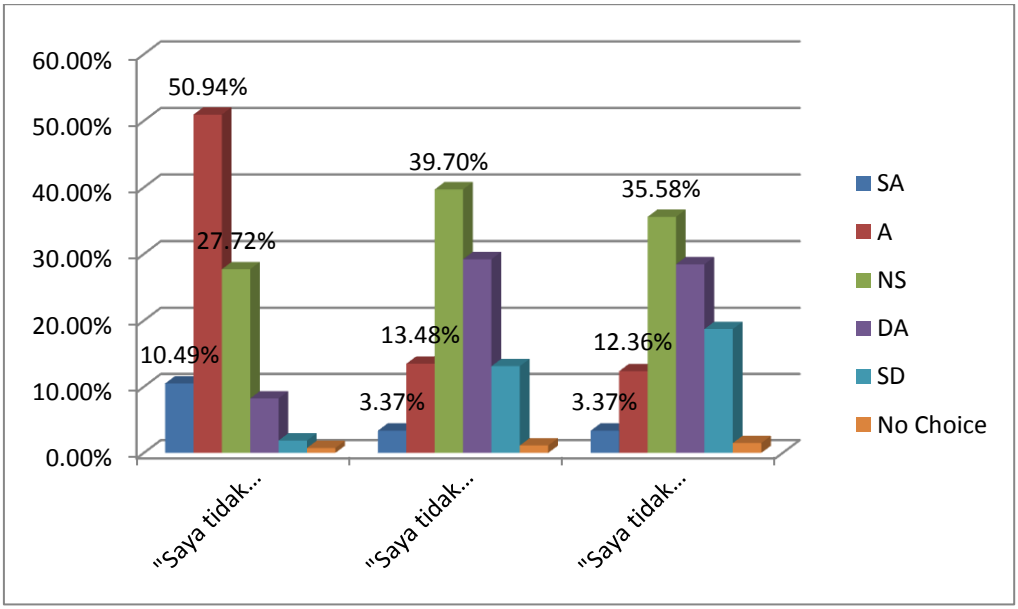
Chart 3: Curriculum and instruction in English subject



Student motivation in learning English during the last year

A study done by Mukminin et al., (2013) found that the motivation of students to go to school was to pass the national exam so they could continue to the higher level of education. In 2004, a study conducted by Jones and Egley found that the test affected the students' enjoyment of school or interest in school, the students were labeled as a result of the test scores and grades, and the students were more likely to drop out of school in the future.

Chart 4: Student motivation in learning English during the last year

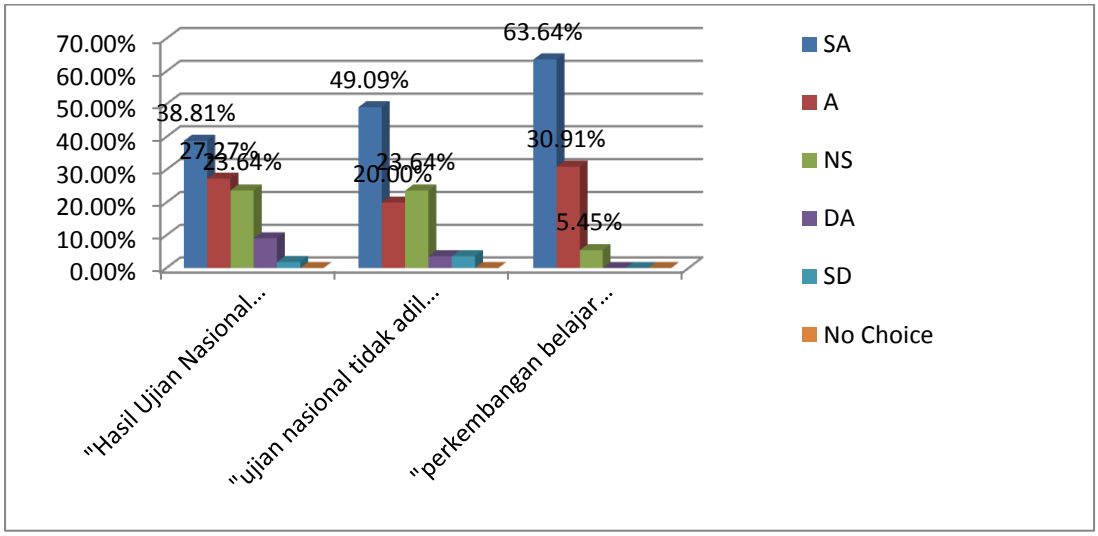


From the chart above, it showed that the highest score of students' perspectives on motivation in learning English during the last year was for the statement, *"Saya tidak stress/bersemangat menghadapi Bahasa Inggris dalam Ujian Nasional karena sudah dilatih guru"* with 50.94% of participants choosing "agree" with the statement.

The use and accuracy of the national exam for English subject

The following chart describes participants' perspectives on the use and accuracy of the national exam for assessing their English subject.

Chart 5: The use and accuracy of the national exam for English subject



From the chart, it shows that participants strongly agreed (63.64%) that "*perkembangan belajar siswa tidak bisa diukur dengan sekali tes seperti ujian nasional.”* Partcipants (49.09%) also confirmed that "ujian nasional tidak adil karena setiap siswa berasal dari latarbelakang sekolah yang berbeda namun diuji dengan tes yang sama.”

DISCUSSION

The aim of this inquiry was to investigate whether or not senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy were taking the teaching and learning English in the right way at schools. The findings of this study shed light on our understanding of the perspectives of senior high school student graduates on the assessment of their English language learning through the national standardized exam policy. Particularly, the findings of this study indicated that more than 50 % of participants agreed that during their last year of school, teachers focused on teaching to test in English subject and helping them succeed in taking the test. The findings of our study are in line with what Mukminin, et al. (2013, p. 27) found, “all participants in this study reported that most of teaching activities were concentrated on helping students to be familiar with previous versions of the test.” To put it another way, in the final year in this study, teachers prepared their students for having strategies on how to deal with the English test in the national standardized exam. They helped their students through studying previous tests. They could not focus on classroom instruction and the contents of curriculum. All of their time and energy were concentrated on teaching to the test for helping their students.

We also found that controversial testing practices were serious in our study. Participants agreed that their friends gave them the answer keys before the exam started. Also, participants agreed that their teachers provided them with the answer keys before the exam. Strangely, in this study, participants reported that their schools provided them with the answer keys before the exam. In their qualitative study, Mukminin, et al. (2013) also found that participants were very concerned with the cheating and

dishonesty of the test administering. Several English teachers were forced by their school leaders to help their students to find the answer keys, but they chose not to do that.

Another important finding in our study was that students' motivation to learn English was more likely to pass in the national standardized exam, not to be able to use the target language. Participants reported that their teachers prepared them to succeed in the exam. They felt that they were ready for doing the test, suggesting that they did not care if they were able to use the language or not. The findings support what Jones and Egley (2004, p.9) found, "Students do not enjoy school (learning unpleasant; decreased love of learning; school is less fun or interesting)." Additionally, Mukminin, et al. (2013) revealed that the motivation of students to go to school was to pass the national exam so they could continue to the higher level of education. The participants in this study confirmed that the only important thing for them is to graduate through passing the test in English subject.

Our study also indicated that more than 63.64% of participants strongly agreed that the national standardized exam policy for English subject was not able to measure their English ability as it was a one-time test and was not accurate to measure their language skills. Jones and Egley (2004) who surveyed 708 teachers in Florida on their perception of the high-stakes testing program found that most of the participants believed that the high-stakes test did not take schools in the right direction, the use of the one-time test scores were improper and inaccurate for assessing students' learning and development. Mukminin, at al. (2013) found that the national exam policy for English subject was unfair, improper, and inaccurate because the policy had ignored the gaps among schools in terms of socio economic status and school resources across the country.

CONCLUSION AND POLICY RECOMMENDATIONS

The aim of this inquiry was to investigate whether or not senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy were taking the teaching and learning English in the right way at schools. The findings from this study indicated that the national standardized exam policy had taken the teaching and learning English in the wrong ways at schools. The policy led students to have low motivation in learning English, led teachers to teach to the test and to ignore the curriculum. Also the policy led students, teachers, and schools to have unethical practices by giving the answer keys before the test.

Recommendations and implications for policies can be drawn from the findings of this study. The reform of the National standardized Exam policy should be started on the top level of leadership and management or the head of the executives in the country, which had practiced a centralized and bureaucratic mode in education for quite long time. It is hard to make remarkable changes from the bottom up. As Lauglo (1996) says, "bureaucratic centralism is also pervasive in many developing countries, there is the statism implied by nation-building imperatives after independence" (p.19). Thus, several actions and recommendation might work to reform the National Final Exam. Firstly, a dramatic change in education policy should be made by producing a "Presidential Instruction" to:

- reform the use of the National Final Exam to assess student achievement throughout the country and not to use test scores as the only measure to decide students who can continue to the next level of education and who cannot,
- use the National Final Exam as only the test to monitor the quality of education in every province throughout Indonesia after each of them has its own standardized test and the National Final Exam should not be given every year.
- provide local governments (provinces and districts), school, and teachers choices to choose other kinds of standardized tests provided by other parties such as universities and test centers as mandated by the Law No.32/2004 about "Local Government Decentralization" and the Law on National Education System No. 20/2003,
- involve schools and teachers to assess and evaluate their student learning and progress because they know exactly what happens to their students, especially for affective and psychomotor domains by using portfolios.

The second action considerably essential is to organize and appoint a steering committee consisting of highly knowledgeable members about the technical aspects of standards to direct the standard-setting efforts in the provinces/districts. The main function of the committee is to make sure the development of subject area standards must be drafted and designed by subject area teachers (specialists) and should cover the subjects in the national curriculum.

Then, educators, professors of education, community members, school board, parent representatives, and other subject area teachers review the first drafts produced by specialists (subject area teachers). The purpose of the review is to ensure that the standards meet national and local demands before becoming a draft.

The standards produced by specialists should cover content standards in traditional subject areas, standards in general reasoning skills such as decision making ability and complex problem solving, standards dealing with general behaviors such as managing time effectively and managing resources (Marzano, 2000).

In addition, explicit standards and benchmarks as distinct aspects of knowledge and skills but include examples of specific performance activities or tasks should be prepared for every grade level (Marzano, 2000). This method will provide teachers guides and flexibilities regarding an obvious hierarchy of knowledge and skills for each level in teaching.

The other important thing is how to assess student achievement in each province. Students should be assessed by applying various techniques of assessment. For example, student progress in content standards in subject areas can be gauged by tests (province-standardized tests), which are developed by educators and test developers specifically for each province or district. The tests will measure students' progress toward achieving province-adopted academic content standards, which are produced by subject area teachers in every province.

In addition to a province-standardized test, portfolio assessments can be used to assess student progress and to see how students demonstrate their knowledge in a variety of content areas and performance tasks. The use of portfolio assessments will give teachers rights to evaluate and assess their students based on day-to-day notes regarding the other areas of educational activities, namely affective and psychomotor domains. Doolittle (1994) says, "Portfolios are used as a means of authentic assessment" (p.2). Paulson et al. (1991) argue, "A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or

more areas of the curriculum" (p. 60). Continuously speaking, they state that a portfolio should cover student participation in selecting contents, criteria for selection, criteria for judging merits, and evidence of a student's self-reflection.

Schools and teachers to judge whether a student can continue to the next level of education, then, can apply these kinds of assessment. For instance, in Indonesia, a student in the final year of elementary school can continue to the first year of junior school after passing a province-standardized test and portfolio assessments.

The establishment of educational standards and benchmarks, a province - standardized test and various techniques of assessment can contribute a great effect to local school systems in the era of decentralization of education in Indonesia. In the meantime, the National Final Exam still can be utilized to monitor the quality of education instead of determining students who pass and fail in education. The actions or recommendations stated above are among those that the President should address.

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State Junior High School English Teachers' Perception Toward Training and Education of Teacher Professionalism

Selpina Pardede, Betty Kasita Bangun, and Heryanti

Jambi University

The purpose of conducting this research was to find out the state junior high school English teachers' perception toward training and education of teacher professionalism (PLPG). A qualitative method with a case study approach was used in this study. This study used interview and observation as the data collection method to four English teachers who had already followed PLPG. It was found that the English teachers' had positive perception toward PLPG as it developed their knowledge, experience, and help them to arrange the material and also design the syllabus. However, there were not different perception in terms of the teaching experience, and age. Meanwhile, we also found there were some differences among teachers' perception that followed PLPG in 2008 and 2012. According to the teachers, PLPG in 2012 were better and have improvement than 2008 in the implementation of PLPG such as in improving the training and also gave the new methods for teacher in teaching. Furthermore, based on the observation, it was found that some of English teachers had implemented the pedagogic and professional competences in their class. However, we found that most of them were not professional teachers yet because they did not apply all the competences that were received from PLPG in their teaching practice. In conclusion, all of English teachers at SMP N 7 Jambi city had positive perceptions toward PLPG. The fact, they have suggestions for the next implementation of PLPG.

INTRODUCTION

Teachers have the important role to help students in mastering the lesson because teachers are the facilitator who facilitate students to achieve the material and master it in teaching and learning process. In many teaching situations, the role of the teacher is that of facilitator of learning: leading discussions, asking open-ended questions, guiding process and task, and enabling active participation of learners and engagement with ideas (Hamalik, 2008).

In reality, students, fellow educators, staff, parents/ guardians of participants educates, and also surrounding communities can not find the teacher who is an expert in the first day of their profession (Wulandari, 2010). However a teacher is someone who becomes through many years of training and experiences in the field. To help teachers to be professionalism and have qualification, the government implements teacher certification. Teacher certification was established by the government to improve teachers' professionalism. Professionalism is one of the teachers' competences. Professional teachers are teachers who have followed teacher training and owned certificate from the government (Hamalik, 2008). According to Dasuki et al., (2010) professional teachers are expected to serve to enhance the dignity and role of teachers as agents of learning and improving the quality of national education. Teacher certification

is as an effort to improve the quality of teachers and the quality of education in Indonesia on an ongoing basis.

In Indonesia teacher certification program was established as the implementation of the Law number 14, 2005 about Teacher and Lecturer, one of the ground-breaking pieces of legislation and government regulations in educational sector deliberated during Indonesia President, Susilo Bambang Yudhoyono, and administration. In qualifying the program, a teacher must have a four-year diploma or an undergraduate degree from an educational institution (Muslich, 2007).

Organizing in-service teacher certification in 2011 were divided into three procedures as follows: portofolio assessment/*penilaian portofolio*, direct educators certification award/*pemberian sertifikat pendidik secara langsung*, Training and Education of Teacher Professionalism/*Pendidikan dan latihan profesi guru*. The teachers have to join the procedures to improve their quality in teaching and also professionalism. PLPG is one of way to get certificate from government and will get training and education as long as they follow this program. In this program teachers asked to learn more about pedagogic and professional competence. Having PLPG process, the government hopes teachers could be more professional and creative in teaching learning activities and they could improve their teaching competencies. A teacher, as a professional educator, should fulfill 3 requirements: (1) having academic qualification, (2) having competency, (3) having teacher certificate (Diknas, 2006). The competency of teacher can be classified into four areas of competency, namely: pedagogical, personal, professional, and social competences.

In following teacher's certification, most of teachers in Jambi city also followed it. We ever took the data of teacher's certification from Dinas Pendidikan in Jambi and that most of English teachers who have followed teachers' certification especially PLPG are teaching at the research site Jambi. Therefore, we were interested in finding out the state junior high school English teachers' perception toward training and education of teacher professionalism (PLPG).

METHOD

A qualitative method with a case study approach was used for this research. As Fraenkel & Wallen (2000) states that qualitative research is a research study that investigates the quality of relationship, activities, situations, or materials in a particular activity or situation.

There were 4 English teachers as the subject of this research and named them as TA, TB, TC, and TD. This research was done at one junior high school in Kota Jambi. In collecting the data, firstly, we interviewed English teachers who had followed PLPG by using unstructured interview. We got data from this interview and analyzed their perception toward PLPG of both pedagogic and professional competences. We also added general questions to know teachers' background as their education background, teaching experience, moment in following PLPG. Moreover, we asked additional questions as teachers' personal competences and their suggestions toward the next implementation of PLPG. These open-ended questions consisted of 17 questions. Secondly, we observed teachers in the class. We became non-participant observers meaning that we did not participate in the activity being observed. In analysis the data, we conducted some steps such as domain analysis by seeing the general drawing about social situations of the research or object of the research.

FINDINGS AND DISCUSSION

Table 4.1 Participants' Background

Teacher's Personal Information	TA	TB	TC	TD
Length of teaching	5 years	18 years	30 years	15 years
Educational Background	S1 program of English Study Program from IAIN (Institut Agama Islam Negeri)	S1 program of English study program from UNJA (Universitas Jambi)	S1 program of English study program from UNJA (Universitas Jambi)	D1 program and transfer to S1 program of English study program from UNJA (Universitas Jambi)
Time followed PLPG	2012	2012	2008	2008

The participants had many perceptions toward the implementation of PLPG. They hoped that PLPG could give the better training and education for teachers in the next implementation. Teachers' perception toward PLPG as explained for each items as the research themes as followed:

Understanding the principles of cognitive development, principles of personality, and identify the learners' basic competences

The teachers said that PLPG helped them to understand this item. However, they told that PLPG just gave the theories and asked teachers to do group work or assignment by their observation from their students. So, PLPG discussed about the basic competence based on the learners and also taught the teachers to understand the principles of cognitive development and personality. Meanwhile, PLPG was less on practice. "Yach, actually yes, in theoretically it sounds ideal. But in practically, I don't know exactly but as a teacher of course we have to use this some of the teaching method" (TB- 6).

Determining learning strategies based on learners' characteristics, competencies, to be achieved, teaching materials and arranging learning designs based on chosen strategy

The teachers said that they had got the learning strategies based on learners' characteristics in their school and just develop themselves in PLPG. PLPG is a place to upgrade their knowledge and share their experience with the other teachers from other school. "Di PLPG itu hanya melatih dan tidak secara detail oh ini harus seperti ini, oh

ini harus seperti ini, tidak. Iya. Secara umum saja. Kita sendiri yang mengembangkannya. Di lapangan kita sendiri yang mengembangkannya" (TA, 8).

Designing and implementing evaluation (assessment) process and outcome study sustained by various methods

The teachers said that PLPG helped them to design and implement evaluation. Even, teacher A told that PLPG gave match and match method and the analysis of assessment by using qualitative like good, very good, excellent. However, the teachers who followed PLPG in 2008 said it just theories and teachers developed and was done evaluation by their experience in the school. "Saya bilang teori. Teori bae. Kita yang mengembangkan sendiri" (TD, 10).

Understanding the existing teaching materials in the school curriculum, the structure, concepts, and scientific method that are coherent with the teaching materials

The teachers said that PLPG helped them to understand the existing materials in the school curriculum. However, the other teachers said that PLPG just gave the theories; the instructor just led them to do by themselves. Even, teacher B said that in PLPG they just spend their times in ten days just to make RPP, syllabi. As shown by her perception, "Yes PLPG is as a people say PLPG is one of the best place ya, but for me PLPG just a spend a time for then days for making RPP, Making syllabi, after that, there is a teacher make giving us some, some apa, giving us some can we say that giving us some information, for me only that one. I'm not sure about the other one" (TB, 13).

Mastering the steps in conducting research and critical study into deepen knowledge/subject material

Teachers' perception toward PLPG in this item was very positive. They told that PLPG taught them in doing classroom action research. They got new knowledge about this action research but the time was very limited in PLPG so they just did it quickly. "Yes, especially for the research, I got the new one from the research especially from action research in classroom research"(TB, 15).

Giving the assessment for the learners objectively and honestly

Beside asking teachers' perceptions toward PLPG, the researcher also asked their personal competence by asking their ways to give assessment for learners. The teachers answered that they gave assessment for learners agree with learners' ability. Teachers' techniques in giving assessment were gave written test, oral test. The other teachers also told she divide students into two parts when followed examinations in the class to avoid learners were cheating. "Biasanya saya mengadakan ulangan harian. Saya bagi siswanya misalnya ada 32 siswa, saya bagi menjadi 16 siswa dalam kelas dan 16 siswa lagi menunggu di luar. Iya. Jadi untuk mereka mencontek itu, tidak ada" (TA, 16).

From teachers' perception toward PLPG above, researcher can conclude that State Junior High School 7 English teachers' perception toward PLPG were positive. It was shown by teacher A perception "PLPG positif sekali. Kita bisa menambah pengalaman kita dalam menyusun bahan ajar yang akan kita laksanakan sehari-hari". Teacher B also said "generally, PLPG, there are some information that I got about

PLPG (Q.17)." Teacher C added "PLPG itu positif. Banyak sekali ilmu yang didapat. Lebih ditingkatkan lagi" (Q.17). The last teacher namely teacher D also told "Buat saya positif PLPG ini cuman hanya rubah saja. Mungkin terlalu banyak tugas. Maunya yang sesuai saja yang dibutuhkan. RPP macam mana, langkah-langkah buat RPP lah dikasih contoh. kan teori saja"(Q.17).

However, they suggested the explanation of PLPG can be increased more than before. Teachers' suggestions toward PLPG such as the instructors of PLPG could explain the materials detailed and clearly. The PLPG' test could be changed because many teachers were complaint the test was very hard for state junior high school English teachers. The training of PLPG could be increased more than before. The instructors of PLPG could give the training directly and decrease the theories. Also, PLPG could decrease the assignments and group works because it was made teachers be stress and tired. PLPG could give the important knowledge for teachers in teaching practice like RPP and syllabi. The instructor of PLPG could lead teachers in doing their assignments without just asked the teachers to do it by their selves. Last, the time of PLPG could be increased because ten days were not enough to train teachers and comprehend module.

By doing interview, we concluded that there were not different perceptions of teachers who have different age, teaching experience toward PLPG. However, we found that there were different experiences between teachers who have followed PLPG in 2008 and in 2012. We thought that because there were new methods gotten by teachers who followed PLPG in 2012 than teachers who followed PLPG in 2008. It shown by teacher A who followed PLPG in 2012 "Kita dilatih untuk bisa membuat program kita itu menjadi seefektif atau seefisien mungkin agar siswa didik kita itu bisa menjadi apa, pembelajaran yang PAIKEM" (Q.6). Beside that, teachers who followed PLPG on 2008 told that at the time many teachers were still gotten stress in following PLPG. "Kami kerja sendiri. ya membuat sendiri. Kelompok-kelompok, Tanya teman Tanya begini-begini. Makanya guru banyak stress karena kebanyakan tugas-tugasnya" (TD, 17)). However, teachers who followed PLPG in 2012 told they were enjoyable in following PLPG. "Menyenangkan, cuman saya harapkan mungkin PLPG yang tahun-tahun berikutnya narasumbernya lebih detail dalam menjelaskan materi yang mereka ajarkan" (TA, 17).

Also, we found the data by doing classroom observation. After we observed teachers in teaching in class, we saw there was different techniques and teachers' motivation. Teacher A was the youngest English teachers who taught English around 6 years. However, in teaching English, she was very good at engaging students in class. She also prepared herself before teaching by designing lesson plan, used technology, and media to involve students' participation. She also tried to use English in teaching. She always upgraded her methods appropriate with students' situation.

Teacher B has taught English around 18 years. She was very good at teaching. She always upgraded her technique and methods in teaching. She prepared her lesson plan before teaching. She used English fully and asked students to use English in the classroom. She made students centered approach where she tried to make student be more active at class. She motivated the students before teaching them. However, she didn't design the lesson plan before teaching. It's happened when we visited her class and she admitted, she usually designed lesson plans before teaching.

Teacher C has taught around 30 years and focused teaching English around 12 years. When we asked her permission to observe her teaching practices, she was very

panic and afraid. Because she admitted that she taught English was not good as the other teachers. However, we tried to make sure that her name would be kept. It was found that she taught English without using media, technology and new methods of teaching. She just used old techniques such as presentation of learners. She asked students to read their exercises in that class without making the other students active in the class. Teachers C also admitted that she rarely designed lesson plans before teaching. She told that she was very tired in teaching.

Teacher D has taught around 15 year. She was very good at teaching English. She tried to make students active in the class. She used English and sometimes used Bahasa Indonesia. However, sometimes she did not design lesson plan before teaching. It happened when we entered and observed her class, we asked her lesson plan meanwhile she said that she had not made it yet.

The findings indicated that teachers who have taught for long time had the different methods and motivation in teaching English. The young teachers had more spirit to develop and create their materials in the class. They also tried to apply their competences, social, and also experience. In contrary, sometimes the teachers who had followed PLPG did not apply all of their knowledge in their practice. It was shown that most of them did not design their lesson plans before teaching however in PLPG they had been taught and trained to design the RPP/lesson plan. Moreover, they spent many times in PLPG to design RPP/lesson plan based on leaner's' competence and characteristics.

CONCLUSION AND SUGGESTION

Based on the findings of this study, the following conclusions or recommendations can be drawn.

Positive perceptions, in following PLPG teachers felt that PLPG was very positive for them. PLPG gave teachers the new knowledge in conducting classroom action research. PLPG trained teachers to design and implement evaluation in their teaching practice. PLPG upgraded teachers' skill and experience in teaching English. In following PLPG teachers could meet the other teachers from different schools and share their both experience and knowledge. The last, PLPG gave the new methods in teaching English.

The implications of the findings of this study are in future the instructors of PLPG can explain the materials detailed and clearly. Also, the PLPG' test can be changed because many teachers were complaint about the test which was very hard for state junior high school English teachers. The training of PLPG can be increased more than before by decreasing the theories. PLPG can decrease the assignments and group works because it was made teachers be stress and tired. The instructor of PLPG can lead teachers in doing their assignments without just asked the teachers to do it by their selves. The time of PLPG can be increased because ten days were not enough to train teachers and comprehend module.

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Students' Voice: EFL Speaking Problems on English Day Program at One Senior High School in Indonesia

Noprival
STIKES HARAPAN IBU, JAMBI, INDONESIA
noprival@yahoo.com

ABSTRACT

The purpose of this qualitative study was to examine the problems of speaking English encountered by students on English day at one senior high school in Jambi, Indonesia. The data were collected through demographic profiles and semi-structure in-depth interviews with senior high school students. The demographic data were analyzed descriptively while the interview data were transcribed and analyzed line by line to generate and develop codes and themes. Five salient themes that emerged in this research were (1) inadequate vocabulary knowledge, (1) grammar as a stumbling block, (3) fear of negative response from others, (4) low self-esteem to speak in English, and (5) feeling anxious to speak in English. Suggestions and implications are also discussed.

Key words: English day, speaking problems, Indonesian students

INTRODUCTION

Teaching-learning English in a multilingual country is a big challenge. Since the foreign language is learned by students after getting their local and national language. Moreover, the exposure of English is not common practice on daily basis. Correspondingly, Indonesia has many local languages in which each part of regions all over archipelago has different languages. Even though Indonesia is as a non-speaking country, the role of English is unavoidable to open global insight as well as used as a medium of international communication. By considering the importance of English, as acknowledged in educational curriculum of Indonesia, it has been one of compulsory subjects taught since junior high school; in point of fact many elementary schools implement it as a subject (depending upon school policy). Despite English is a mandatory school subject, in reality many senior high school students still cannot speak in English, whereas they have been learning English for many years. There are some possibilities of this point. Firstly, the time allocated is limited for this subject. Secondly, teaching English through Indonesian language is done by at some schools. Another important reason, it is not used as a medium of instruction for other subjects. That is why the degree of English use is not so frequently in education field. Based on the problems stated, one of senior high schools in Indonesia takes a real action to reinforce practicing English by implementing a language policy. The program is English day, which is a must of using English (speaking) as means of daily communication in certain day among students, teachers, and administrators. Unfortunately, although this program has been designed well to make students become familiar with English practice, but there are some students not taking part actively during this program.

For English language learners, speaking is one of the most important skills that they need to be developed (Tinjaca & Contreras, 2008) because it is the ability to

interact with other people and involves wide range of skills (Hadfield & Hadfield, 2012). Also, Harmer (2007) gives his outlook concerning speaking, he declares that a good spoken communication is not only having the ability of language features knowledge, but also the ability to process information. On account of demand on both language features and social processing, not all students are able to practice the language orally.

The problems of speaking English has become has become the focus of several previous studies. (Liu, 2007; Tsiplakides &Keramida, 2009; Gan, 2012; Bilal, Tariq,Rasyid, Adnan & Abbas, 2013; Kalanzadeh, Mahnegar, Hassannejad, & Bakhtiarvand, 2013; Zhiping&Paramasivam, 2013; Al Hosni, 2014; Öztürk&Gürbüz, 2014; Mukminin, Sutarno, Arif, Noprival, & Maimunah, 2015). Even though the previous studies have addressed the problems of speaking English faced by students, but not much research specifically focusing on the problems of speaking on English day implemented by schools in Indonesia. This study is important because it is exploring the experiences of Indonesian students' problems in speaking English as well as an evaluation of English day program applied by one senior high school in Jambi, Indonesia.

METHODS

Design of the study

The purpose of this paper was to report some of findings from the qualitative interview data on the problems of speaking English encountered by students on English day at one senior high in Jambi, Indonesia. Marshall and Rossman (1999, p. 33) declared that the aim of doing a qualitative study was historically "to explore, explain, or describe the phenomenon of interest" and a case study is one of the five qualitative traditions (Cresswell, 2007; Merriam, 1998; Johnson & Christensen, 2008). Moreover, a qualitative case study was 'an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are clearly evident; and in which multiple sources of evidence are used (Yin 1984 in Nunan 2010). In this study, I used a qualitative case study tradition as the research strategy to help describing the sources of speaking difficulties.

Research site, access, sampling procedures, and participants

I conducted current research at one senior high school in Jambi province, Sumatra Island, Indonesia. To get access to research site, I personally approached the English teacher, then after fulfilling some procedures I obtained permission formally from the principal. In this study, a purposeful sampling with a convenience case strategy was used. According to Merriam (1998) purposive sampling emphasizes on a criterion-based selection of information rich cases from which a researcher can discover, understand, and gain more insight on crucial issues for the study. In conducting this research, I chose 5 participants. They were (pseudonyms) **M1** (The twelfth grade of natural science student), **M2** (The twelfth grade of natural science student), **M3** (the eleventh grade of social science student), **M4** (the eleventh grade of social science student) and **M5** (the eleventh grade of social science student). The names of people, places, and research site were concealed through the use of pseudonyms in order to protect the rights of participants.

Data collection and analysis

In this study, data were collected through demographic profiles and semi-structured interview guided by an interview protocol. As it was not easy to interview each participant due to his or her reluctance or limited time. Each interview lasted between 20 and 30 minutes. Whereas, the language used during the interview was Indonesian language.

For the analysis of the data, the demographic data were analyzed descriptively in which every participant's information was described. Then, the interview data were transcribed and analyzed line by line to generate and develop codes, themes, or categories from all participants. The next step, I translated the data into English. In this article, I just presented the English version.

FINDINGS

The purpose of this qualitative study was to examine the problems of speaking English faced by students on English day at one senior high school in Jambi, Indonesia. I organized analysis and discussion around participants' voices, feelings, and thoughts on related to topic discussed. An analysis of the interview data revealed that five major themes were concerning students' problems in speaking English, including (1) inadequate vocabulary knowledge, (2) grammar as a stumbling block, (3) fear of negative response from others, (4) low self-esteem to speak in English, and (5) feeling anxious to speak in English (Table 1).

Table 1. Themes of the problems of speaking English faced by students

No	Themes
1	Inadequate vocabulary knowledge
2	Grammar as a stumbling block
3	Fear of negative response from others
4	Low self-esteem to speak in English
5	Feeling anxious to speak in English

Inadequate vocabulary knowledge

To communicate a language, it definitely needs a number of vocabularies as medium to transfer a message to recipient. Similarly, in spoken English communication, vocabulary is the main key to get involved in the conversation. In this study, the participants reported that the participants had a low speaking ability. It was due to lack vocabulary. For example,

> I have lack of vocabulary. (M2)
>
> [I am] absolutely poor in vocabulary, because if we are still lack of vocabulary, it is difficult to engage in the conversation. (M3)
>
> I think, vocabulary is a major issue. (M4)

The data indicated that vocabulary was one of barrier faced by the participants in speaking English on English day. Even, one of participants admitted that vocabulary was a major problem. By realizing the weakness on vocabulary knowledge, it made them silent during the program.

Grammar as a stumbling block

The main purpose of spoken communication is to transfer either thought or information among those who engage in the conversation. Grammar is one of language elements in practicing communicative skill. In this study, the participants admitted that they had difficulty in speaking English on English day by reason of lack of grammar knowledge. The following statements proved the finding,

> We do not know about the tenses and part of them as well, sir. (M2)
>
> Because there are so many words and yeah….also grammar used in speaking. (M4)
>
> I do not understand English well, exactly grammar**.** (M5)

The examples of excerpts above showed that grammar was a stumbling block of practicing English on English Day. Grammar seemed to make participants too cautious before speaking. In other words, too much focus on using appropriate grammar (accuracy) in speaking makes students inactive to speak in English. Basically, as far as turn-taking run and understand each others, it is acceptable in the oral communication, including on English day.

Fear of negative response from others

The students' perception toward the implementation of English day would reflect how the program runs. The positive response will support the English day atmosphere. It make students encouraged to practice English, conversely the negative response will make students demotivated to take part actively on English Day. The following source of speaking problem encountered by participants was fear of negative responses from other students. They reported,

> English day is beyond our expectation. So if I speak English here, my friend…how to say it…..like mocking. (M1)
>
> [I speak] Indonesian language too. As….. I stated before sir. Many friends of mine mocked me when I make mistake. Absolutely being shy to be teased sir. Probably I am no longer enthusiastic to speak in English. (M2)
>
> Sometimes we start to speak English. If I make mistake even only one word, it would be teased or mocked. (M5)

The data indicated that negative response from others could lose participants' motivation to practice English on English day. The participants acknowledged that they were fear once their mistake was noticed. If it happened, the others would tease and mock by others, consequently the participants were shy. This reason resulted that practicing English on English day was frightening.

Low self-esteem to speak in English

The courageousness to convey what language has been learned is essentially needed for foreign language learner. In the same way, English language learner needs to practice English confidently, to foster the language proficiency itself. However, what I have found in this study, the participants had low self-esteem to speak in English. As stated in the following statements,

> My friends also speak Indonesian. The students who usually speak English only certain people. Yeah…the smart ones. (M2)

> Being afraid of making mistake. That is why I have low self-esteem. (M3)

> I am shy because my English is not too good. (M4)

> In my mind, English make me dazed when I practice it. My friends insult me arrogant [as well]. (M5)

The data indicated that low confidence made participants unwilling to speak in English on English day. In particular, the problems were in the forms of being dazed, shy, and afraid to speak in English. Also, the participants felt inferior to speak English with those who had better English ability. Those sorts of reason discouraged the participants to speak in English.

Feeling anxious to speak in English

Good English knowledge (grammar, vocabulary, pronunciation, etc) cannot assure that students will never come across any problems to speak English, as it involves interaction among interlocutors, including psychological readiness. Like those whose is good in writing might be not good in speaking and vice versa. In this study, the participant frankly stated that they felt nervous to speak English on English day. They reflected,

> Being nervous, because I pronounce [English words] inappropriately. I feel inferior to speak English with the smart ones. (M3)

> Certainly, being nervous because we realize that our [English] ability is not so good as the teacher. (M4)

> Being anxious. I got sensation of pulse especially [speaking in English] with the teachers. (M5)

The data indicated that feeling anxious was one of causes that influenced participants not to speak in English on English day. For the reasons, they had their own reason why they got so. Like pronouncing English words inappropriately, feeling inferior with those considered having better English proficiency, and hesitating to speak English with the teachers.

DISCUSSION

Since English is as a subject teaching during the class merely, the chance of practicing English is restricted. To increase the exposure of English in the school atmosphere, the language policy has been applied by one senior high school in Jambi, Indonesia. But, the problem in implementing English day needs to be evaluated in order to get a better outcome. In this current study, I found the source of speaking problems encountered by students, which were described and interpreted from participants' personal reflections and perspectives. There were five major problems related to students' problem in using English on English day, including 1) inadequate vocabulary knowledge, 2) grammar as a stumbling block, 3) fear of negative response from others, 4) low self-esteem to speak in English, and 5) feeling anxious to speak in English.

The first theme emerged that vocabulary was one of factors why participants not to speak English on English day. The finding of the study is consistent with what Gan (2012) found that students would rather make silence than speak English on account of lack of vocabulary. Therefore, the role of English teachers is very essential to encourage students to speak, as Harmer (2007) suggested that the teachers should supply the use of a number common lexical phrases, especially in the performance of certain language functions, like vocabularies used in greeting, agreeing, introducing, and another situation in which vocabularies are frequently practiced.

My research also revealed that the participants were lack of grammar knowledge. This finding corresponds with the previous study done by Priyanto (2013) stated that there is a significant correlation between students' grammar competence and their speaking fluency. Additionally, a study by Gan (2012) indicated that students having grammar problem, they would experience a stumbling block in speaking. In Indonesia, most English teachers seem keen of implementing grammar based learning even though they know that the curriculum expects that students are able to develop speaking skill which is not only accurate but also fluent.

Another influential source of English speaking problems on English day reported by the participants in this study was fear of negative response from others. What I found is consistent with the findings of previous studies that found fear of negative evaluation from others (Tsiplakides&Keramida, 2009; Zhiping&Paramasivam, 2013; Mukminin, Sutarno, Arif, Noprival, & Maimunah; 2015). Fear of negative evaluation from others has resulted in participants in this study being silent during English day both inside and outside the classroom. Particularly, they were afraid of making mistake in speaking English.

In addition, based on participants' report, it is stated that low self-esteem to speak in English was one of findings in this study with regard to speaking problems experienced by students on English day. Furthermore, this finding is relevant with what other previous researchers (Kalanzadeh, Mahnegar, Hassannejad, & Bakhtiarvand; 2013) found. They stated that there is a correlation between self-esteem and students' verbal performance, those who have high self-esteem will practice a good English communication and vice versa. To put that another way, the English language ability and self-confidence are intertwined each other.

Lastly, the participants in this study reported that they felt anxious to speak in English on English day. These findings are consistent with the previous studies that speaking English as one of the strong and major sources of language anxiety (Liu, 2007; Öztürk&Gürbüz, 2014). In this study, the participants seemed to underestimate their own ability and they perceived that they would be under attack in the program (English

day). Also, they perceived that they were less competent than other students in their school, which might result from the view that speaking English was viewed something beyond their habit.

The five major themes related to Indonesian senior high school students' English speaking problems that I found in my study are much intertwined each other. However, the findings of this study should be considered in the view of some limitations. Despite the fact this study will potentially contribute the sort of evidence necessary for providing supports for students in terms of speaking problems on English day, participants may not be representative of all Indonesian students studying at school in which English day is implemented. There may be differences of English speaking problems experienced by Indonesian students from one school to other school. Future research may include a larger sample of Indonesian students from different schools.

CONCLUSIONS AND IMPLICATIONS

The findings from this study contribute to our understanding of the problems of speaking English at one senior high school in Jambi. They have emerged specific sources of barrier encountered by students. It confirmed that participants as students in a non-English speaking school experienced a variety of speaking challenges as well. By noticing sorts of main issue, it might help to discuss possible solution as an evaluation of the program. The five major themes related to Indonesian senior high school students' English speaking problems that I found in my study have a quantity of implications either for students or English teachers.

The participants whose are lack of vocabulary and grammar knowledge should get special reinforcement. It can be done by English teachers. The teachers should facilitate by providing various teaching methods, approaches, strategies, and techniques. More importantly, the teachers need to motivate students to speak in English by telling that the use of perfect grammar is not too mandatory and it can be improved by practicing the language continuously.

Also, as the participants feel fear and anxious to speak in English, verbal harassment like mocking or bullying is strictly prohibited during English day. The policy makers like principal or teacher taking responsibility in this program should formulate and implement regulation firmly. Another important thing, in overcoming the problem of English day, it has to involve other stockholder, like counselor who can help those who have low-self esteem in speaking English.

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EXTROVERT VS. INTROVERT PERSONALITY IN SPEAKING ABILITY

Desi Kasdiana and Suci Pratiwi
Department of English Education, State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru, Indonesia

ABSTRACT

Nowadays, English is an international language that is taught in almost all level of education in Indonesia. It means that communication is demanding among everybody especially students. Everyone has different personality. Personality refers to psychological aspects which are defined as a dynamic organization from the psychophysics in individual, which can also determine his adaption uniquely toward his environment. There are introvert and extrovert personality. Both of them are different contradictory dimension. Nevertheless, each of personality has strength and weaknesses. The design of the study was descriptive study. The purpose of this study is to describe the difference of extrovert and introvert personality in speaking ability. This study conducted at SMAYLPI Pekanbaru. The subject of this study was the eleventh grade students of SMA YLPI Pekanbaru. The participants were 126 students that consist of four classes. The instruments of the study were questionnaire and speaking test.
Key words: *extrovert, introvert and speaking ability*

1. INTRODUCTION

Nowadays, English is an international language that is taught in almost all level of education in Indonesia as foreign language. It means that communication is demanding among everybody especially students. Everyone has different personality. Personality refers to psychological aspects which are defined as a dynamic organization from the psychophysics in individual, which can also determine his adaption uniquely toward his environment. There are introvert and extrovert personality. Both of them are different contradictory dimension. Nevertheless, each of personality has strength and weaknesses. Personality has however, been studied in a variety of different ways. It has been viewed as pertaining to different forms of information processing styles or learning styles (Messick, 1994 in Sharp, 2008). Thus, the next section would describe extrovert versus introvert in speaking ability.

1.1 Extrovert and Introvert

Extroversion and introversion are potentially important factors in the acquisition of a second language. Extroverts maybe relatively shy but still need the affirmation of others. Extroversion is a preference to direct personal interest or behavior towards others. Introversion is a preference to direct one's thoughts and feelings inwards. (Cushman Wakefield, 2013). Introverts can have an inner strength of character that extroverts do not have (Brown, 2007). Extroverts are characterized as sociable, active, risk-taking, impulsive, expressive and they enjoy participating in groups while introverts tend to be, quiet, introspective and reserved except to intimate friends (Eysenck & Eysenck, 1975; 1985 in HemmatNezhad et al, 2014). According to

(Dörnyei, 2005 in HemmatNezhad et al, 2014) introverts' better ability to consolidate learning, their less distractibility and better study habits may help them to obtain better results in learning than extroverts. On a partially related personality dimension, introverts generally do better in school and extroverts talk more, some SLA researchers have hypothesized that extroverts would be more successful language learners, but there is no clear support for the advantage of either trait (Muriel, 2005).

The activity of the extrovert is seen as directed towards the external world and that of the introvert inward upon himself or herself. Extroverts are sociable, like parties, have many friends and need excitement in everything they do; they are sensation-seekers and are lively and active. Extroverts are easily distracted from studying, partly as a result of their gregariousness and partly because of their weak ability to concentrate for long periods. On the other hand, introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement (Eysenck & Chan, 1982 in Nurianfar, 2014).

1.2 Speaking

Human beings are social creatures that need to associate with one another. They communicate with a language to keep their relationship (Clark and Clark, 1973). Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic (Nation and Newton, 2009). English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies. In the process of teaching and learning, the four language skills (listening, speaking, reading, and writing) are simultaneously performed. Normally, learners in an EFL context do not use the language in authentic situations. They possess inability in communicating appropriately and correctly. In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. Reference stated that speaking English is the most difficult for learners. In this research, the writers describes the students speaking ability based on their personality, in this case the extroversion and introversion.

According to (Bledsoe, 1990 in Souzandehfar et al, 2014) that relationship between trait-like communication apprehension and extroversion/introversion. The study verified a moderately strong linear relationship between trait-like communication apprehension and introversion. Souzandehfar et al, 2014 investigated of 47 EFL Iranian students about the correlations between the individual learning styles of extraversion and introversion and IELTS speaking ability. The result showed negative relationships between individual learning style and IELTS speaking ability.

2. MATERIALS AND METHODS

This study was descriptive research. According to (Gay, 2000) a descriptive study determines and describes the way things are. The purpose of this study was to describe the extrovert versus introvert in speaking ability. In this study, there were four classes as population. Then every student fulfilled the questionnaires. Then, extroverts and introverts are gotten. Both extroverts and introverts were tested orally. The subject of this study was the eleventh grade students of YLPI, Pekanbaru.

2.1 The Participant of the study

The participant of this study was the eleventh grade students of YLPI Pekanbaru. There were four classes with the total number of 126 students. Firstly, the writers gave questionnaires to the four classes, the results of the questionnaire was 40 students were categorized as extrovert and introvert.

2.2 The Technique of Data Collection

The next step of this study was collecting the data. In collecting data, the writers used questionnaire and test. Questionnaire is used to measure the students' personality of extrovert or introvert. The questionnaires were composed 25 items (Carter, 2009). Test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2003). The speaking test technique was oral test.

3. RESULTS

There were 25 items of questionnaire to test the students' personality (extrovert or introvert) given to the 126 students of XI class. Then the writers obtained 40 students categorized as introvert and extrovert. From the score of students' speaking test of both extroverts and introverts were slightly different. The score of speaking test was analyzed on a six-point scale: accent, grammar vocabulary, fluency and comprehension (Hughes, 2003). The data of the students' speaking test can be seen on Table III.1 below:

Table III.1
Students 's Speakig Score

No	Respondent	Accent		Grammar		Vocabulary		Fluency		Comprehension	
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1	Student 1	3	3	3	2	2	2	3	3	2	3
2	Student 2	3	3	3	2	3	2	3	3	3	2
3	Student 3	3	3	3	3	3	3	4	3	3	3
4	Student 4	3	3	3	2	2	2	3	3	2	2
5	Student 5	3	3	3	2	4	2	4	3	3	3
6	Student 6	3	3	3	3	3	4	3	3	3	3
7	Student 7	2	3	2	2	2	2	3	2	2	2
8	Student 8	2	2	2	2	2	2	2	2	2	2
9	Student 9	3	3	3	2	2	2	3	3	2	2
10	Student 10	3	3	2	2	2	2	3	2	2	3
11	Student 11	2	3	2	2	2	3	2	3	2	2
12	Student 12	3	2	2	2	2	2	3	2	2	2

13	Student 13	3	3	2	3	2	3	3	3	2	3
14	Student 14	2	2	2	2	3	2	3	2	3	2
15	Student 15	2	3	2	2	3	3	3	3	2	3
16	Student 16	3	3	3	2	2	2	3	2	2	2
17	Student 17	3	3	3	2	3	3	4	3	3	3
18	Student 18	2	2	2	2	2	2	3	2	2	2
19	Student 19	2	2	2	2	2	2	2	2	2	2
20	Student 20	2	2	2	2	2	2	2	2	2	2
21	Student 21	2	2	3	1	2	1	3	2	2	1
22	Student 22	2	2	2	2	3	3	3	2	3	2
23	Student 23	3	3	3	2	3	3	3	2	3	3
24	Student 24	2	3	2	2	2	2	2	2	2	2
25	Student 25	3	3	3	3	4	4	4	3	4	3
26	Student 26	1	2	2	2	2	2	2	2	2	2
27	Student 27	2	3	2	2	3	3	2	3	3	2
28	Student 28	2	2	2	1	2	1	2	1	2	1
29	Student 29	2	2	2	2	2	2	2	2	2	2
30	Student 30	2	3	2	2	3	2	3	2	3	2
31	Student 31	3	3	2	2	2	2	3	2	2	2
32	Student 32	1	2	2	1	2	1	2	1	2	1
33	Student 33	3	3	3	2	3	2	4	2	3	2
34	Student 34	3	3	2	2	2	2	3	2	3	3
35	Student 35	3	3	3	2	3	3	3	3	3	3
36	Student 36	3	3	3	2	2	3	3	2	2	3
37	Student 37	1	1	2	1	2	1	1	1	1	1
38	Student 38	3	2	2	2	2	2	2	2	2	1
39	Student 39	2	3	2	2	3	2	3	3	2	3

40	Student 40	2	2	2	2	2	2	2	2	2	2

The table above described that the students speaking score from the two raters. The respodents of number 1 until number 20 were categorized as extrovert and the respondents of number 21 until number 40 were categorized as introvert.

The following tables showed the frequency distribution of extroverts and introverts. The highest score of extroverts was 15.5 and the lowest score was 10. The highest score of introverts was 17 and the lowest score was 6.

Table III.2
The Frequency Distribution of Extrovert Students in speaking ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10.00	3	15.0	15.0	15.0
	10.50	1	5.0	5.0	20.0
	11.00	2	10.0	10.0	30.0
	11.50	2	10.0	10.0	40.0
	12.00	1	5.0	5.0	45.0
	12.50	2	10.0	10.0	55.0
	13.00	2	10.0	10.0	65.0
	13.50	2	10.0	10.0	75.0
	14.00	1	5.0	5.0	80.0
	15.00	2	10.0	10.0	90.0
	15.50	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Table III.2 shows, there were 20 students attended for speaking test of extrovert students. Among these who attended, there was 3 students (15%) scored 10, 1 student (5.0%) scored 10.5, 2 students (10%) scored 11, 2 students (10%) scored 11.5 respectively, 1 student (5.0%) scored 12, 2 students (10%) scored 12.5, 2 students (10%) scored 13, 2 students (10%) scored 13.5,1 student (5.0%) scored 14, 2 students (10%) scored 15 and 2 students (10%) scored 15.5.

Table III.3
The Frequency Distribution of Introvert Students in speaking ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.00	1	5.0	5.0	5.0
	7.50	1	5.0	5.0	10.0
	8.00	1	5.0	5.0	15.0
	9.50	3	15.0	15.0	30.0
	10.00	2	10.0	10.0	40.0
	10.50	1	5.0	5.0	45.0
	11.50	1	5.0	5.0	50.0
	12.00	2	10.0	10.0	60.0
	12.50	3	15.0	15.0	75.0

13.00	1	5.0	5.0	80.0
13.50	1	5.0	5.0	85.0
14.00	1	5.0	5.0	90.0
14.50	1	5.0	5.0	95.0
17.00	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table III.1 shows, there were 20 students attended for speaking test. Among these who attended, there was 1 student (5.0%) scored 6, 1 student (5.0%) scored 7.5, 1 student (5.0%) scored 8, 3 students (15%) scored 9.5 respectively, 2 students (10%) scored 10, 1 student (5.0%) scored 10.5, 1 student (5.0%)scored 11.5, 2 students (10%) scored 12, 3 students (15%) scored 12.5, 1 student (5.0%) scored 13, 1 student (5.0%) scored 13.5, 1 student (5.0%) scored 14, 1 student (5.0%) scored 14.5, and 1 student (5.0%) scored 17.

4. DISCUSSION

According to the obtained result, extroverts were bit better than introverts in their speaking ability. It can be seen from their score, the highest score of extroverts was 15.5 and the lowest score was 10, while the highest score of introvert was 17 and the lowest score was 6. The rate on a six-point scale (Hughes, 2003) of extroverts were their accent was the most in point number 3 where as foreign accent required concentrated listening. From their grammar, the extroverts was the most in point number 2 where constant errors of grammar. In vocabulary, they were most in point number 2, limited to the basic personal and survival areas, but two of them were in point number 4. From fluency, the extroverts were most in point 3: speech was frequently hesitant and sentences may be left uncompleted. The last point was comprehension, in this point, the extroverts were most in number 2: they understood slowly, required constant repetition and rephrasing. While, the rate on a six-point scale of introverts were their accent was the most in point number 3 where as foreign accent required concentrated listening, but a few of them was in point 1(pronunciation frequently unintelligible). From their grammar, the introverts was the most in point number 2 where constant errors of grammar. In vocabulary, they were most in point number 2, limited to the basic personal and survival areas, but one of them were in point number 4 (professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions) . From fluency, the introverts were most in point 2: speech was very slow, but two of them were in point 4. The last point was comprehension, in this point, the introverts were most in number 2: they understood slowly, required constant repetition and rephrasing. One of them was in point 4 and four were in point 1.

According to (Eysenck & Eysenck, 1975; 1985 in HemmatNezhad et al, 2014) that extroverts are characterized as sociable, active, risk-taking, impulsive, expressive and they enjoy participating in groups while introverts tend to be, quiet, introspective and reserved except to intimate friends. Although the introverts tend to be quite, but this study showed that the highest score of speaking test was from introverts. Some of the introverts did better for each on a six-point scale also. Finally, the extroverts was bit better than introverts in speaking ability.

5. CONCLUSION

This study described extroverts and introverts in speaking ability. From the obtained results, the extroverts were bit better than introverts in speaking ability.

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Appendices I
Name :
Class :
Day/Date :

Direction
a. There are 25 questions in this questionnaire.
b. Please answer the following questions based on your personal.
c. Give mark (x) for your answer.

---

1. I make friends very easily and quickly.
   A Not particularly
   B Yes
   C I tend to have more long-standing friendships than ones that are made easily and quickly

2. Does being the centre of attention bother you?
   A Yes
   B Not in the slightest
   C Sometimes

3. When you are performing a task that requires a great deal of concentration do you perform better in solitude and silence?
   A I am easily distracted by noise and other activity and would perform the task much better in solitude and silence
   B I cannot perform well in complete silence and solitude and prefer some background noise or activity
   C I am not really bothered if the conditions are noisy as I have the powers of concentration to shut out the noise if necessary

4. Do you find it easy to contribute to open discussions at large gatherings and meetings?
   A No, I usually tend to stay quiet and leave the group discussions to others
   B Yes
   C I don't find it easy but do contribute from time to time

5. If invited to a fancy dress party what would be your reaction?
   A Probably decline the invitation
   B Quite pleased and looking forward to sorting out my outfit
   C I would go to the party but choose an outfit that was fairly run-of-the-mill and certainly not too outlandish

6. How often do you tell jokes?
   A Rarely or never
   B More than occasionally
   C Occasionally

7. If you are taking part in an argument and find that everyone disagrees with your point of view, even though you are convinced you are correct, how would you be most likely to react in this situation?
   A I might give up the argument and have another think about it in case I was incorrect after all
   B Stick to my guns and relish the debate
   C Stick to my guns but as further debate seems futile, end the

debate by saying something like *we will have to agree to differ*

8. If sufficiently provoked how easy is it for you to stop yourself from blowing your top in a public place?
   A Very easy – I have never blown my top in a public place
   B Not at all easy
   C Usually easy – but on some occasions I have had to exercise a great deal of self-control in order to stop myself from losing it

9. If you saw someone throw down some litter at a railway station what would you do?
   A Nothing
   B In certain circumstances I might well ask them to pick it up
   C Probably nothing except perhaps a look of annoyance

10. If you want to complain about something, which of the following would you prefer?
   A Write a letter
   B Speak to the people concerned face to face
   C Speak to the people concerned on the telephone

11. Do you ever regret that you are not more outgoing and ableto let yourself go more often?
   A Yes
   B No
   C Possibly

12. Do you prefer to work alone or as part of a team?
   A Alone
   B Part of a team
   C No preference

13. Do you see yourself as a motivator?
   A No
   B Yes
   C Perhaps on occasions I have motivated other people

14. Which do you enjoy the most: talking to people on a one-to one basis or to join in a group discussion?
   A One-to-one basis
   B Group discussion
   C No strong preference

15. How do you prefer to celebrate your birthday?
   A Like any other day
   B A party with friends and family
   C A few cards and a special meal or night out perhaps

16. Do you leave most people in no doubt about what your opinions are on politics and current affairs?
   A In general I keep most of my opinions to myself
   B Yes
   C From time to time I let my views be known, but certainly not always

17. When in conversation with people how often do you dry upand find yourself struggling to continue the conversation?
   A More than occasionally
   B Never
   C Occasionally

18. Do you like to explore the reasons or motives for other people’s views or actions?
   A Not particularly
   B Yes
   C Sometimes

19. If someone at a party asked you to perform your party piece, what would be your reaction?
    A No way
    B OK
    C Not sure, I might embarrassingly stumble through something

20. Which of the following words best describes you?
    A Reserved
    B Sociable
    C Conforming

21. Do you think you would be good at directing a play on-stage?
    A No, not for me
    B Yes
    C Maybe

22. You are the first to arrive for a public meeting at your local town hall. Where would you sit?
    A Near or at the back
    B Near or at the front
    C Somewhere in the middle

23. Would you describe yourself as talkative?
    A No
    B Yes
    C It depends who I am talking to

24. Which of the following words best describes you?
    A Private
    B Communicative
    C Willing

25. How good are you at making small talk?
    A Hopeless
    B Pretty good
    C Although small talk is pretty irrelevant, I am able to make small talk when the need or situation arises

Appendices II

Data of the Participants

No	Respondents	Score of Introvert	Score of Extrovert	Speaking score		Average of Score
				Rater 1	Rater 2	
1	Student 1		36	13	13	13
2	Student 2		34	15	12	13,5
3	Student 3		34	16	15	15,5
4	Student 4		36	13	12	12,5
5	Student 5		35	17	13	15
6	Student 6		36	15	16	15,5
7	Student 7		32	11	11	11
8	Student 8		33	10	10	10
9	Student 9		33	13	12	12,5
10	Student 10		36	16	12	14
11	Student 11		30	10	13	11,5
12	Student 12		34	12	10	11
13	Student 13		35	12	15	13,5
14	Student 14		35	13	10	11,5
15	Student 15		33	12	14	13
16	Student 16		33	13	11	12
17	Student 17		36	16	14	15
18	Student 18		35	11	10	10,5
19	Student 19		30	10	10	10
20	Student 20		35	10	10	10
21	Student 21	17		12	7	9,5
22	Student 22	20		13	11	12
23	Student 23	17		15	13	14
24	Student 24	18		10	11	10,5
25	Student 25	20		18	16	17
26	Student 26	18		9	10	9,5
27	Student 27	20		12	13	12,5
28	Student 28	18		10	6	8
29	Student 29	20		10	10	10
30	Student 30	19		13	11	12
31	Student 31	20		12	11	11,5
32	Student 32	20		9	6	7,5
33	Student 33	20		16	11	13,5
34	Student 34	16		13	12	12,5
35	Student 35	20		15	14	14,5
36	Student 36	16		13	13	13

37	Student 37	20		7	5	6
38	Student 38	20		10	9	9,5
39	Student 39	20		12	13	12,5
40	Student 40	19		10	10	10

The Effect of Using Fluency Workshop Technique on Students' Speaking Ability

Lisa Septiany
lisaseptiany@yahoo.com

The aim of the study is to find out the effect of using fluency workshop technique on students' speaking ability. The subjects were second year students of Islamic senior high school in Pekanbaru. It was a quasy-experimental research by using non-equivalent control group design. The design was based on the pre-test and post-test. Students were given a pre-test and were asked to tell the story of title given. The researchers then began a two-month experiment. During the experimental period, the students were taught fluency workshop technique. In addition, fluency workshop technique was conducted in order to help students obtain a better speaking. The post-test, which was exactly the same as the pre-test, was given at the end of the experimental period. The findings reveal significant differences of students' speaking ability between the pre-test and the post-test. This suggests that fluency workshop technique may facilitate the learning of students' speaking.

Keywords: fluency workshop technique, speaking ability

1. INTRODUCTION

Speaking is one of the parts in learning a language and it is one of the language skills that learners should be mastered. Basically, speaking is a students' way to convey their thought in oral and it becomes the pivotal thing in learning a foreign language, particularly English. Richards says the mastery of speaking skills in English is a priority for many second-language or foreign-language learners (2008, p.19). Consequently, learners should develop their spoken language proficiency and it should be practiced regularly and independently. It is difficult for students to speak English because it is not their mother tongue. Students also face difficulties to practice their spoken proficiency. They tend to translate word by word from their mother tongue into English. In addition, students need to find out appropriate words to convey meaning accurately. Besides, students also think twice to speak English and they think of grammar, vocabulary and another language features so they are difficult to speak English. In teaching a foreign language, teacher has the main role in students' speaking ability and it is a very challenging thing to teach speaking English for teacher.

Based on the School-Based Curriculum of Senior High School 2010, the standards competence of speaking is to express the meaning of formal and sustained transactional and interpersonal conversation in daily life; to express the meaning of short functional text and a monolog in the form of report, narrative and analytical exposition in daily life.

Teaching speaking in school is not separated from interpersonal conversation and transactional conversation. Interpersonal conversation means that a conversation that is done to socialize between two or more people. While transactional conversation means that a conversation that is done to get feedback from the partners, for instance conversation about expression such as giving invitation, bargaining, expressing

certainty.. MAN 1 Pekanbaru also provides guidance for School-Based Curriculum in learning and teaching English.

Based on preliminary research, teacher usually explained the lesson and students were asked to do an exercise and checked the exercise classically. Then, the teacher followed up whether students understand or not the lesson. Consequently, it still made them difficult to understand the lesson. The writer tried to propose a technique which was never taught to students so that there was a variety of learning English for students. It aimed at attaining with the minimum criteria of passing grade, especially for second year students. This grade comprises of the integration of those language skills, listening, reading, speaking, and reading. Though this school had done a number of efforts to increase students' English competence, the students seem not to perform their English proficiency based on the curriculum given. Based on the preliminary research, the symptoms were as follows: (1) Some students had poor vocabulary to speak English; (2) Some students were not able to pronounce English words well; (3) Some students were not able to speak English in correct grammar; (4) Some students were not able to convey their ideas fluently; (5) Some students were not able to comprehend English well

It can be assumed that some of students' difficulties in speaking English might be caused by the uninteresting teaching strategy that had been used by the teacher. In teaching and learning process, teacher used monotonous technique that caused the students could not improve their speaking ability. The teacher had to be creative to manage the strategy in teaching and learning process

Therefore, there would be techniques which coped with students' difficulties in speaking and the writer tried to propose only a solution to overcome those obstacles by using Fluency Workshop technique that was developed by Rita Wong, to aid students in fostering their pronunciation and it includes spoken proficiency (1987, p.17). This technique was chosen because it allowed the students a sense of improved fluency which was categorized in speaking ability. Students integrated expressing idea and honing their fluency in speaking. Students' language development depends on what they experience in teaching and learning process, and teacher should be able to create meaningful learning activities.

I. I. Fluency Workshop Technique

Effective communication requires not just the mastery of speaking habits such as gestures, posture, and eye contact. It also depends on individual sounds and the accompanying aspects of pronunciation such as stress, rhythm, and intonation. English foreign learners should know how to speak in a foreign language well. According to Maurice in Rita Wong, fluency workshop is one way to improve students' speaking ability. It gives the students a sense of improved fluency while students are speaking. It is a low-risk speaking task because it involves speaking to only one other person at a time (Wong, 1987, p.23). Moreover, Bresnihan and Barbara also stated that introduced to an adapted form of the Fluency Workshop in which one student does all three speaking turns without doing any listening in between (1996, p.30). Melton states that students have three opportunities to talk and listen to another student talk about the same topic. They alternate roles back and forth from listening to speaking. When listening, they may ask questions, but cannot contribute an opinion or add to what the speaker has said. After the activity students reflect on their level of fluency in the first discussion and the third discussion (Melton). In other words, fluency workshop gives an

opportunity to students to drill their speaking ability because they speak to their partner. The purpose of this exercise is to give students the chance to talk about the same topic but to different listeners (Wong, 1987, p.17). They are given decreasing periods of time for each round. With each subsequent round, the speakers become more familiar with what they want to say and can say it more fluently. In a nutshell, they may do an interaction each other but not take over.

Fluency Workshop technique is used to activate students in speaking English because they will rehearse their ability in pair. Students are instructed to stand in large circle. They are paired off and designated A (speaker) and B (listener). The teacher gives a discussion topic to the speakers. For the first round, students are given 4 minutes for discussion. Speakers are told to move clockwise and begin their discussion anew with their next discussion partner. This time, they are given only 2 minutes. In the final round, they again move clockwise and are given 1 minute for discussion. At this point, the teacher asks selected B students to report on what they have heard, and then assigns them a new topic. This time, the B students are the speakers, and the A students serve as the listeners. The B students again engage in three rounds of conversation. As a culminating activity, the teacher may ask students to discuss how their speaking ability level differed in the three rounds of conversation (Muria, 2008, p.291). In short, students are able to deliver their ideas well by using this technique and they foster their speaking ability. So, fluency workshop technique is one of the steps in giving an enhancement of students' speaking ability. Students will speak in three times in different partner. This technique assists them to convey the message and communicate it to the partner in three times. So, this research is going to find the effect of using fluency workshop technique toward students' speaking ability of second year at MAN 1 Pekanbaru.

I. II. Speaking Ability

In teaching English, speaking is important part to know how far students' achievement in learning English by looking at this productive skill. Nation and Newton state that speaking as a part of work or academic study may involve presenting reports or presenting a view point on a particular topic (2009, p. 122). So, speaking can be described as the basic prominent skill to be studied in a foreign language and as a meaningful interaction between students. In addition, Nunan states that speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (1991, p. 39). In other words, speaking is the pivotal thing in communicative purpose of language learning. Moreover, Richard and Renandya state that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (2002, p.204). It means that speaking forms a part of shared social activity of talking. Based on the quotations above, it can summarize that speaking ability is an essential tool for communicating in a foreign language. Speaking cannot be separated from language learning because it is a productive skill which measures one's improvement on learning language. Speaking a foreign language is an effective oral communication which requires the ability to use the language appropriately in social interaction.

II. METHOD

II.I. Research Design

This research is a kind of an experimental research. It is the only type of research that can test hypotheses to establish cause-and-effect relationship. It states the strongest chain of reasoning about the relationship between variables (Gay and Airasian, 2000, p.367). The method in this research is a quasi-experimental research. Research design was nonrandomized control group pretest-posttest design. There were two variables used in this research. The first was Using Fluency Workshop Technique (X) and the second was Students' Speaking Ability (Y). It involved two groups, an experimental group and a control group.

The researcher tried to find out the effect of using Fluency Workshop Technique toward students' speaking ability of second year at MAN 1 Pekanbaru. In this research, the experimental group means that the students who were given the treatment by using Fluency Workshop Technique. The treatment was given for six meetings two times a week. The method used in this research was quasi-experimental research. Research design which was used in this research was Non Equivalent-Control Group design (Cresswell, 2008, p.341) Gall also states that both experimental and control group took a pre-test and a post-test.(1996, p.507)

II.II. Procedures of Research

In conducting the experimental research, the researcher did some research procedures for both experimental and control groups. The research was carried out for eight meetings. The research procedures are as follows:

1. Conducting Pre-test

The pre-test was carried out to know the basic of students' speaking ability in performing monolog to both experimental and control group. The test was presenting the speech based on the text from the teacher.

2. Conducting Treatment

The treatment was given only to the experimental group. The treatment was given based on the Fluency Workshop Technique procedures. The treatment was given as follows:

a. The teacher divided students into two groups and asked students to stand in a circle
b. The teacher asked the first group as speakers and the second group as listeners. The listeners were in inner circle and the speakers were in outer circle
c. The teacher gave a discussion topic to the speakers. For the first round, students were given 4 minutes for discussion
d. The teacher asked the speakers to move and got a new partner of listener to discuss the topic. The students only had two minutes.
e. The teacher instructed the speaker changed partner and discussed again in one minute
f. The teacher asked the listeners reported what they had heard
g. The teacher instructed to change their function, the speakers became the listeners and vice versa
h. The teacher asked students to discuss how their speaking ability level differed in the three rounds of conversation

3. Conducting Post-test

The researcher gave the post test to both experimental and control groups after conducting the treatment for eight meetings for experimental group. The post-test was conducted to know the improvement of students' speaking ability in performing monolog after practicing Fluency Workshop Technique. The post-test was the similar model to the pre-test to know the students' speaking ability.

III. FINDINGS

The Analysis Pre-test and Post-test Score of Control and Experimental Class Table 1, the results showed there were significant differences in students' Speaking Ability between pre-test and post-test score of control and experimental class. There

Table 1
Students' Pre-test and Post-test Scores
of Control and Experimental Class

	Control			Experimental		
Students	post	pre	gain	post	pre	gain
1	56	56	0	64	52	12
2	52	48	4	62	52	10
3	46	46	0	70	52	18
4	42	50	-8	60	56	4
5	58	42	16	62	50	12
6	52	56	-4	54	48	6
7	54	50	4	70	50	20
8	54	56	-2	64	54	10
9	56	46	10	60	48	12
10	52	54	-2	62	52	10
11	52	42	10	68	44	24
12	46	48	-2	60	52	8
13	46	46	0	70	54	16
14	50	50	0	72	52	20
15	56	42	14	68	46	22
16	58	40	18	70	54	16
17	48	42	6	68	54	14
18	44	48	-4	54	46	8
19	44	44	0	58	46	12
20	48	42	6	72	54	18
21	62	50	12	62	42	20
22	54	56	-2	66	42	24
23	48	50	-2	62	54	8
24	48	42	6	62	48	14
25	44	48	-4	54	40	14
26	50	46	4	58	48	10
total	1320	1240	80	1652	1290	362

mean	50.76	47.69	3.08	63.53	49.61	13.92

Based on the table above, it was found that the total number for each group was 26. The mean of pre-test of experimental group was 49.61, and the mean of pre-test of control group was 47.69. While, the mean of post-test of experimental group was 63.53 and the mean of post-test of control group was 50.76.

Table 2
Mean Score of Gain
Pre-test and Post-test of Experimental and Control Class

Class	Mean		
	Pre-test	Post-test	Gain
Experiment	49.61	63.53	13.92
Control	47.69	50.76	3.08

Based on the table above, it showed that the mean score of gain in experimental class was 13.92, while the mean score of gain in control class was 3.08. It indicated that the mean score of gain in Experimental Class was higher than Control Class. In other words, teaching speaking by using Fluency Workshop Technique can help the students in improving their speaking ability.

The process of statistic analysis by using t-test in SPSS program is as follows (Hartono, 2008, p.154-160):

a. Open SPPS program
b. Entry of data available based on the group in the certain variable.
c. Click *analyze* in the menu of SPPS, then choose *compare mean*
d. Choose *Independent Sample T-Test*
e. Entry the experimental class score in *variable test (s)*
f. Entry the control class in *grouping variable*
g. Click *define group*
h. Entry 1 to *group 1* and 2 to *group 2*
i. Click *ok*

The output of data analysis is as follows :

Table 3
Group Statistics

	control	N	Mean	Std. Deviation	Std. Error Mean
experim	1	26	3.08	6.817	1.337
	2	26	13.92	5.528	1.084

Table 4
Independent Sample Test

		Levene's Test for Equality of Variances	t-test for Equality of Means

									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
experiment	Equal variances assumed	1.340	.252	-6.301	50	.000	-10.846	1.721	-14.303	-7.389
	Equal variances not assumed			-6.301	47.952	.000	-10.846	1.721	-14.307	-7.385

After obtaining the output of SPSS analysis, the writer interpreted the output as follows:

a. The output of group statistic shows that the mean of the experimental class is 13.92 and the mean of control class is 3.08, and N (number of the case) for each class is 26. Standard deviation of experimental class is 5.528 and standard deviation of control class is 6.817. Standard error mean of the experimental class is 1.084 and standard error mean of the control class is 1.337.
b. The output of independent samples test shows that the t-test result is 6.301, its df is 50, significance is 000, mean difference is 10.846, its standard error is 1.721, lower difference interval is 14.303, and upper difference interval is 7.389.

There are two ways that can be done in interpreting t_o. They are as follows:

1. By comparing t_o ($t_{obtained}$) to t_t (t_{table}), from df = 50. It is found that the level of significance of 5 % is 2.01 and the level of significance of 1% is 2.68. it can be stated that $2.01 < 6.301 > 2.68$. It means that the null hypothesis (H_o) is rejected, while the alternative hypothesis is accepted.
2. By orienting the number of significance. If probability > 0.05, null hypothesis (H_o) is accepted. If probability < 0.05, alternative hypothesis (H_a) is accepted.

Based on the score of t-test (6.301), it shows that there is significant effect on the students who are taught by implementing fluency workshop technique. It is proved by the finding of t-test (6.301) which is less than t_{table} at 5% level of significance (2.01), while t-test is (6.301) greater at t_{table} at 1% level of significance (2.68). It can be stated that $2.01 < 6.301 > 2.68$. It means that null hypothesis (H_o) is rejected, while alternative hypothesis (H_a) is accepted. In conclusion, teaching speaking by implementing fluency workshop technique at the second year students of MAN 1 Pekanbaru is better than without implementing fluency workshop technique. Thus, there is a significant effect of fluency workshop technique toward students' speaking ability of second year at MAN 1 Pekanbaru

Based on the analysis data about the students' speaking ability in speaking, it showed that mean score of the students' ability in speaking after using fluency workshop technique was higher than mean score of the students' ability in speaking before using Fluency Workshop Technique.

Therefore, the result in this analysis can be stated that the students' speaking ability of the second year students at MAN 1 Pekanbaru were taught by using fluency workshop technique had higher score than those who taught without using Fluency Workshop Technique. Also, there is a significant effect of using Fluency Workshop

Technique toward students' speaking ability of the second year at MAN 1 Pekanbaru could answer the third question from formulation of the problem.

IV. CONCLUSIONS

This research consists of two variables. They are the effect of fluency workshop technique (independent variable) and the students' speaking ability (dependent variable). It can be concluded that accent, vocabulary, grammar, fluency, and comprehension enhance because experimental group got the treatment and students rehearse their speaking ability regularly. Here, the writer concludes based on what has been discussed in the previous chapters, and the conclusions are the students' speaking ability that was taught without using Fluency Workshop Technique is lower than using Fluency Workshop Techniques or the students' speaking ability that was taught by using Fluency Workshop Technique is better than without using Fluency Workshop Technique, and the last Fluency Workshop Technique gives a significant effect to students' speaking ability of the second year at MAN 1 Pekanbaru. In conclusion, teaching English by implementing Fluency Workshop Technique at the second year students of MAN 1 Pekanbaru is successful to teach their speaking ability.

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APPENDICES

LESSON PLAN
INSTRUMENT
SCORES FROM RATERS

LESSON PLAN

School	**: MAN 1 Pekanbaru**
Subject	**: English**
Class/semester	**: XI/ 1**
Meeting	**: 2nd**
Topic	**: Narrative text**
Hours	**: 2x45 minutes**
Skill	**: Speaking**

A. Competence Standard

Expressing the meaning in short functional text and monologue in narrative in daily life context

B. Basic competence

Expressing the meaning in monologue text that used various oral languages accurately and fluently in daily context in narrative text form

C. Indicator

1. The students are able to practice speak English by using various vocabulary
2. The students are able to pronounce English words well
3. The students are able to distinguish appropriate grammar while speaking
4. The students are able to convey their ideas fluently
5. The students are able to comprehend to speak English well

D. The Culture Value and Nation Characters

Religious, honest, tolerance, discipline, work hard, autonomous one, democratic, curiosity, spirit in nationality, love country, appreciate to their achievement, friendly, love peace, delight in reading, care on environment, care on sociality, responsibility

E. Economy Creative

1. Confidence
2. Oriented in the task
3. Risk taker
4. Oriented on the future

F. The Goals

1. Students are able to use oral language in delivering short functional text.
2. Students are able to do monologue in narrative form.

G. Lesson material

Monologue passage in narrative form, example :

DOVE AND ANT

Once upon a time there was a man who liked hunting very much. He often went to the forest to hunt any animal he met.

One day he went hunting into the forest. He intended to shoot any animal he saw. He brought his gun with him. When he was searching for his pre, suddenly he saw a bird perching on a branch of a tree. It was a dove. When he was aiming his gun at the dove, suddenly an ant came and bit his foot. He was so startled that he didn't shoot the dove. It was safe and then flew away.

Several days later, the dove was flying over a lake. He saw an ant floating on the surface of the water. It was the ant that had saved the dove's life from the hunter. The ant was almost drowned. The dove got an idea, he picked up a big leaf and dropped it onto the surface of the water near the ant. Luckily the ant could get on the leaf.

H. Method of teaching or technique : Fluency Workshop Technique

I. The Steps of Activity

1. Pre-activity

a. The teacher greets the students
b. The teacher checks the attendance of students
c. The teacher shows up enthusiasm and interest in expressing ideas that can motivate the students to involve in

2. While-activity

No	Teacher's Activity	Students' Activity
	Exploration	
a.	The teacher explains the competence that will be achieved to the students	The students pay attention to know the purpose of lesson that they will achieve
b.	The teacher gives a brain storming to the students relating to the material by asking about fable or fairy tale that they have ever heard before	The students participate to give ideas in brainstorming about fable or fairy tale that they have heard
c.	The teacher asks the students to identify the social function, generic structure and generic feature of narrative text.	The students identify the social function, generic structure and generic feature of narrative text
d.	The teacher divides students into two groups, the first group is as speaker and the second group is as listener	The students are gathering in group based on teacher's instruction
	Elaboration	
a.	The teacher asks students to stand in a circle. The listeners are in inner circle and the speakers are in outer circle	The students stand in a circle. Listener-students stand in inner circle and speaker-students standin outer circle
b.	The teacher gives the topic or theme to the students	The students get the topic or theme

c.	The teacher gives the speakers four minutes to talk the topic to the listeners	The speakers talk the topic to the listener in four minutes
d.	After finishing four minutes, the teacher asks the speaker to move in clockwise and get new listener	The speakers move one partner and get new listener
e.	The teacher asks gives the speakers two minutes to talk the topic to the listeners with the same topic	The speakers talk the topic to the listener in two minutes with the same topic
f.	The teacher asks the speaker to move in clockwise and get new listener	The speakers move one partner and get new listener
g.	The teacher asks gives the speakers one minutes to talk the topic to the listeners with the same topic	The speakers talk the topic to the listener in one minutes with the same topic
h.	The teacher asks the listeners report what they had heard	The listeners give report what they heard
i.	The teacher instructs to change their function, the speakers became the listeners and vice versa	Students change their position, the speakers become listeners and vice versa
	Confirmation	
a.	The teacher asks students to discuss how their speaking ability level differed in the three rounds of conversation	The students discuss how their speaking ability level differed in the three rounds of conversation
b.	The teacher facilitates to do asking-answering question session and responds students' question about narrative text	The students are allowed to ask question about narrative text which they don't understand yet

3. Post-activity

a. The teacher reviews the material about narrative text.
b. The teacher gives a conclusion about the material of narrative text.

J. Sources and media

1. Sudarwati, Th M and Eudia Grace. 2006. *Look Ahead for Senior High School Students year XI*. Jakarta. Erlangga.
2. Related topics

K. Assessment

1. Technique : Spoken test
2. Form : Oral production test
3. Instrument : Please speak up your speech by choosing one of the topic below:
   a. **Timun Mas**
   b. **Roro Jonggrang**
   c. The Bulls and the Lion

4. Assessment:

No	Speaking skill	The highest score
1	Accent	20
2	Grammar	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

Pekanbaru, September 19th, 2013

The English Teacher
Researcher

Erni Yusnita, S. Pd
NIP. 19720104 200212 2 002

Lisa Septiany
11014204241

Known by,
Headmaster of MAN 1 Pekanbaru

Dra. Hj. Hayatirruh, M.Ed
NIP. 19680112 199303 2 003

INSTRUMENTS OF THE RESEARCH

I. PRE TEST

Instructions:

1. The test will be carried out for research purposes
2. Please tell a narrative story based on the title given: The Legend of Kesodo Ceremony
3. Thank you for your participation

II. POST TEST

Instructions

1. The test will be carried out for research purposes
2. Please tell a narrative story in front of the class by choosing one of options below!
    a. The Story of Toba Lake
    b. The Legend of Malin Kundang
    c. Dove and Ant
    d. The Bulls and The Lion
3. Thank you for your participation

The Students' Pre-Test Scores of Five Aspects
(Control Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	40	60	60	40	60	52
2	Student 2	40	60	60	60	60	56
3	Student 3	40	60	60	40	40	48
4	Student 4	40	40	40	40	40	40
5	Student 5	40	40	60	40	40	44
6	Student 6	40	60	60	40	60	52
7	Student 7	40	40	60	40	40	44
8	Student 8	40	40	60	60	60	52
9	Student 9	40	40	60	60	60	52
10	Student 10	40	60	60	60	60	56
11	Student 11	40	40	40	40	40	40
12	Student 12	40	40	60	60	60	52
13	Student 13	40	40	60	60	60	52
14	Student 14	40	60	60	60	60	56
15	Student 15	40	40	40	40	60	44
16	Student	40	40	40	40	40	40

	16						
17	Student 17	40	40	40	40	60	44
18	Student 18	40	40	40	40	60	44
19	Student 19	40	40	40	40	60	44
20	Student 20	40	40	40	40	40	40
21	Student 21	40	60	60	60	60	56
22	Student 22	40	60	60	60	60	56
23	Student 23	40	40	60	60	60	52
24	Student 24	40	40	60	40	40	44
25	Student 25	40	40	40	40	40	40
26	Student 26	40	40	60	40	40	44

Rater I

Yasir Amri, M.Pd

The Students' Post-Test Scores of Five Aspects
(Control Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	40	60	60	40	60	52
2	Student 2	40	60	60	60	60	56
3	Student 3	40	60	60	40	40	48
4	Student 4	40	40	60	40	40	44
5	Student 5	60	60	40	60	60	56
6	Student 6	40	60	60	60	60	56
7	Student 7	40	60	60	40	40	48

8	Student 8	60	60	60	60	60	60
9	Student 9	40	40	60	60	60	52
10	Student 10	40	60	60	60	60	56
11	Student 11	40	60	40	40	40	44
12	Student 12	40	40	60	60	60	52
13	Student 13	40	40	40	60	60	48
14	Student 14	40	60	60	60	80	60
15	Student 15	40	60	60	60	80	60
16	Student 16	40	60	60	60	60	56
17	Student 17	40	40	40	40	60	44
18	Student 18	40	40	40	40	60	44
19	Student 19	40	40	40	40	60	44
20	Student 20	40	40	40	40	40	40
21	Student 21	40	60	60	60	80	60
22	Student 22	40	60	60	60	60	56
23	Student 23	40	40	60	60	60	52
24	Student 24	40	60	60	40	40	48
25	Student 25	40	60	60	40	40	48
26	Student 26	40	60	60	40	40	48

Rater I

Yasir Amri, M.Pd

The Students' Pre-Test Scores of Five Aspects
(Experimental Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	40	60	60	60	60	56
2	Student 2	40	40	60	40	40	44
3	Student 3	60	40	60	60	60	56
4	Student 4	40	60	60	60	60	56
5	Student 5	40	40	60	40	40	44
6	Student 6	40	40	60	40	60	48
7	Student 7	40	60	60	60	60	56
8	Student 8	40	40	60	40	60	48
9	Student 9	40	40	60	40	60	48
10	Student 10	40	60	60	60	60	56
11	Student 11	40	40	60	40	60	48
12	Student 12	40	40	60	40	40	44
13	Student 13	40	40	60	60	60	52
14	Student 14	40	60	60	60	60	56
15	Student 15	40	60	60	40	60	52
16	Student 16	40	40	60	60	60	52
17	Student 17	40	40	60	60	60	52
18	Student 18	40	40	60	40	40	44
19	Student 19	40	40	60	60	60	52
20	Student 20	60	60	60	60	60	60
21	Student 21	40	40	60	40	40	44
22	Student 22	40	40	60	40	40	44
23	Student 23	60	60	60	60	60	60
24	Student 24	40	40	60	40	60	48
25	Student 25	40	40	40	40	40	40
26	Student 26	40	40	60	40	60	48

Rater I

Yasir Amri, M.Pd

The Students' Post-Test Scores of Five Aspects
(Experimental Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	60	60	80	80	60	68
2	Student 2	60	60	80	60	60	64
3	Student 3	60	60	80	80	80	72
4	Student 4	40	60	80	80	80	68
5	Student 5	60	60	80	60	60	64
6	Student 6	40	60	60	60	80	60
7	Student 7	60	60	80	80	80	72
8	Student 8	60	80	80	80	80	76
9	Student 9	60	60	80	60	60	64
10	Student 10	60	60	80	60	60	64
11	Student 11	60	80	80	80	80	76
12	Student 12	60	60	80	60	60	64
13	Student 13	60	60	80	60	80	68
14	Student 14	60	80	80	80	80	76
15	Student 15	60	60	60	60	80	64
16	Student 16	40	60	80	60	80	64
17	Student 17	60	60	80	80	60	68
18	Student 18	60	60	60	60	60	60
19	Student 19	60	60	80	80	80	72
20	Student 20	80	80	80	80	80	80
21	Student 21	60	60	80	60	60	64
22	Student 22	60	60	80	80	80	72
23	Student 23	80	80	80	80	80	80

24	Student 24	40	60	80	60	80	64
25	Student 25	60	60	60	60	60	60
26	Student 26	60	60	80	60	80	68

Rater I

Yasir Amri, M.Pd

The Students' Pre-Test Scores of Five Aspects
(Control Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	60	60	60	60	60	60
2	Student 2	40	40	40	40	40	40
3	Student 3	40	40	60	40	40	44
4	Student 4	60	60	60	60	60	60
5	Student 5	40	40	40	40	40	40
6	Student 6	60	60	60	60	60	60
7	Student 7	40	60	60	60	60	56
8	Student 8	60	60	60	60	60	60
9	Student 9	40	40	40	40	40	40
10	Student 10	40	60	60	40	60	52
11	Student 11	40	40	60	40	40	44
12	Student 12	40	40	60	40	40	44
13	Student 13	40	40	40	40	40	40
14	Student 14	40	40	60	40	40	44
15	Student 15	40	40	40	40	40	40
16	Student 16	40	40	40	40	40	40
17	Student 17	40	40	40	40	40	40
18	Student 18	40	60	60	40	60	52
19	Student 19	40	40	60	40	40	44
20	Student	40	40	60	40	40	44

	20						
21	Student 21	40	40	60	40	40	44
22	Student 22	40	60	60	60	60	56
23	Student 23	40	40	60	40	60	48
24	Student 24	40	40	40	40	40	40
25	Student 25	40	60	60	60	60	56
26	Student 26	40	40	60	40	60	48

Rater II

Kurnia Budiyanti, M.Pd

The Students' Post-Test Scores of Five Aspects
(Control Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	60	60	60	60	60	60
2	Student 2	40	40	60	40	60	48
3	Student 3	40	40	40	40	60	44
4	Student 4	40	40	40	40	40	40
5	Student 5	60	60	60	60	60	60
6	Student 6	40	40	60	40	60	48
7	Student 7	60	60	60	60	60	60
8	Student 8	40	40	60	40	60	48
9	Student 9	60	60	60	60	60	60
10	Student 10	40	40	60	40	60	48
11	Student 11	60	60	60	60	60	60
12	Student 12	40	40	40	40	40	40
13	Student 13	40	40	60	40	40	44
14	Student 14	40	40	40	40	40	40
15	Student 15	40	40	60	60	60	52
16	Student 16	60	60	60	60	60	60
17	Student 17	40	40	60	60	60	52

18	Student 18	40	40	60	40	40	44
19	Student 19	40	40	60	40	40	44
20	Student 20	40	60	60	60	60	56
21	Student 21	60	60	60	60	80	64
22	Student 22	40	40	60	60	60	52
23	Student 23	40	40	60	40	40	44
24	Student 24	40	40	60	40	60	48
25	Student 25	40	40	40	40	40	40
26	Student 26	40	40	60	60	60	52

Rater II

Kurnia Budiyanti, M.Pd

The Students' Pre-Test Scores of Five Aspects
(Experimental Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	40	40	60	40	60	48
2	Student 2	60	60	60	60	60	60
3	Student 3	40	40	60	40	60	48
4	Student 4	40	60	60	60	60	56
5	Student 5	60	60	60	40	60	56
6	Student 6	40	40	60	40	60	48
7	Student 7	40	40	60	40	40	44
8	Student 8	60	60	60	60	60	60
9	Student 9	40	40	60	40	60	48
10	Student 10	40	40	60	40	60	48
11	Student 11	40	40	40	40	40	40
12	Student 12	60	60	60	60	60	60
13	Student 13	40	60	60	60	60	56
14	Student 14	40	40	60	40	60	48

15	Student 15	40	40	40	40	40	40
16	Student 16	40	60	60	60	60	56
17	Student 17	40	60	60	60	60	56
18	Student 18	40	40	60	40	60	48
19	Student 19	40	40	40	40	40	40
20	Student 20	40	40	60	40	60	48
21	Student 21	40	40	40	40	40	40
22	Student 22	40	40	40	40	40	40
23	Student 23	40	40	60	40	60	48
24	Student 24	40	40	60	40	60	48
25	Student 25	40	40	40	40	40	40
26	Student 26	40	40	60	40	60	48

Rater II

Kurnia Budiyanti, M.Pd

The Students' Post-Test Scores of Five Aspects
(Experimental Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	60	60	60	60	60	60
2	Student 2	60	60	60	60	60	60
3	Student 3	60	60	80	60	80	68
4	Student 4	40	60	60	40	60	52
5	Student 5	60	60	60	60	60	60
6	Student 6	40	40	60	40	60	48
7	Student	60	60	80	60	80	68

	7						
8	Student 8	40	40	60	60	60	52
9	Student 9	40	60	60	60	60	56
10	Student 10	60	60	60	60	60	60
11	Student 11	60	60	60	60	60	60
12	Student 12	40	60	60	60	60	56
13	Student 13	60	60	80	80	80	72
14	Student 14	60	60	80	60	80	68
15	Student 15	60	60	80	80	80	72
16	Student 16	60	80	80	80	80	76
17	Student 17	60	60	80	60	80	68
18	Student 18	40	40	60	40	60	48
19	Student 19	40	40	60	40	40	44
20	Student 20	60	60	80	60	60	64
21	Student 21	60	60	60	60	60	60
22	Student 22	60	60	60	60	60	60
23	Student 23	40	40	40	40	60	44
24	Student 24	60	60	60	60	60	60
25	Student 25	40	40	60	40	60	48
26	Student 26	40	40	60	40	60	48

Rater II

Kurnia Budiyanti, M.Pd

Teaching Vocabulary for EFL Young Learners: The Effect of Using Hangman Game in Learning English Vocabulary for the Fifth Graders at one elementary school in Jambi City

Eka Suryani
yuekasuryani@yahoo.co.id
Ana Wahyuni Arib
Anawahyuni17@gmail.com

Jambi University

The purpose of this quasi experimental study was to examine the effect of using hangman game in learning English vocabulary for the fifth graders at one elementary school in Jambi City. The participants consisted of a control group and an experimental group that was taught by using hangman game while the control group was taught by using grammar translation method. The data of this research were collected through pre- and post-tests. The data were analyzed by using descriptive statistics. The results of the data analysis indicated that the T-test (2.173) value was higher than T-table value (1.6827) with the degree of freedom (df) = 42 and level of significance 0.05. The results of this study indicated that the alternative hypothesis was accepted, in which there was an effect of using hangman game in learning English vocabulary for the fifth graders than who were not, and suggesting there was improvement on the students' vocabulary especially in writing the words. The result of this research also indicated that the use of hangman game could increase the positive atmosphere in teaching and learning process. The students seemed to be attracted and challenged when they played hangman game. Furthermore, because the game only gave at the end of the lesson as a post-activiy, the students tend to give more attention to the material that they would learn. Thus, hangman game not only brings an effect on students' vocabulary mastery but also brings positive atmosphere and motivation in teaching and learning process. This is in line with the function of game in learning vocabulary through games in which it gives higher motivation for students because they can learn the vocabulary more easily and do it as a fun learning activity.

INTRODUCTION

Studying a language cannot be separated from studying vocabulary. It is very essential to improve the four language skills that are very useful in conducting communication and studying the language. There are some techniques for teaching English vocabulary. One of them is by using games. Games can help and encourage students to sustain their interest and work. In other word, students can get reinforcement as well as attention to vocabulary. In short, games can break the tension and help the students to avoid boredom in learning English.

According to Suyanto (2008), young learners are those up to the ages of six to twelve. Teaching English to children should be different from adult. They learn differently from older learners, adolescents, and adults. They easily get bored, losing

interest after ten minutes or so. Thus, the teacher should point out certain characteristics or should be creative that they would be aware of and take into account in their teaching. One of ways is teaching by game.

From a preliminary study, it was found that English was taught by using Grammar Translation Method. This method seemed to lead the students to be more passive and follow the class inactively. Thus, the majority of the students in the fifth grade were lack of vocabulary. The students often less motivated to memorize the vocabulary in the class. They also had difficulties in writing the vocabulary.

In this study, the researcher used Hangman game as one of techniques in teaching. Hangman game is paper and pencil guessing game for two or more players. One player thinks of a word and the other tries it by suggesting letters. It might motivate students to learn more vocabularies and help them in writing the words. This game will make the class more active and enjoyable. The competition is aimed to make the learners get motivated in learning English vocabulary.

METHOD

This study used a quasi-experimental design. According to Creswell (2008), quasi-experimental include assignment, but not random assignment of participants to groups. The non-equivalent control group design is used because it is difficult to assign subjects randomly to groups in an educational setting. In this research, the researcher applied hangman game to the experimental class, meanwhile the control class was taught by using grammar translation method. The design was described in the following table:

Experimental group	Pre-test	Hangman Game	Post-test
Control group	Pre-test	Grammar Translation Method	Post-test

There were two variables in this research, the independent and dependent variable. Gay (1992) said that in educational research, independent variables typically manipulated method or instruction, arrangement of learning environment, etc. Meanwhile, the dependent variable referred to as the criterion variable, effect, or posttest. Thus, hangman game was the independent variable in this research and students' vocabulary as dependent variable.

The sample of this research was the two classes of the fifth graders of one elementary school in Jambi city in academic year 2011/2012. Then, the researcher selected both of those two classes as experimental class and control class randomly based on the mean of their English score in the first semester. The class with the lower score was chosen as experimental class and the class with the highest score was chosen as control class. So, VA class with 22 students was experimental class and VB class with 22 students was control class.

Data of this study were quantitative data which were collected from pre-test and post-test. A pre-test provided the score of students before treatment, while a post-test provided the score of students after treatment. A pre test – post test comparison of students' score provided a clearer effect of using Hangman Game on students' vocabulary. The instrument of this study was vocabulary test in form of essay. The test was given based on the students' material. The material was taken from the book which

was used as the text book in that school. There were six themes which were taught, i.e. shapes, vehicles, music instrument, kind of sport, sport equipment, and kind of subjects' lesson. The total numbers of test items were 25. The students were given 40 minutes to do test.

For the validity of the instrument, the researcher used a content validity as the type of validity. Content validity is the degree to which a test measures an intended content area (Gay, 1992). Validity test was conducted to see the judgement of students that students can understand about their study especially in vocabulary. Thus, to achieve this validity, a test referred to the material in the test book and students' worksheet that was used by English teacher at this elementary school.

The reliability of the test was calculated from the pre-test result by using Kuder Richardson Formula 21 (KR-21). The test is called reliable if the reliability coefficient range from .00 to 1.00 (Fraenkel, 2012). The reliability of the test was 0.8.

To know the significant difference between independent and dependent variables, the scores of posttest from both of groups were tested by using t-test formula. The results of the data analysis indicated that the T-test (2.173) value was higher than T-table value (1.6827) with the degree of freedom (df) = 42 and level of significance 0.05. The results of this study indicated that the alternative hypothesis was accepted, in which there was an effect of using hangman game in learning English vocabulary for the fifth graders than who were not, and suggesting there was improvement on the students' vocabulary especially in writing the words.

FINDINGS AND DISCUSSION

Based on the data analysis, it could be seen that the average score for pre-test result in experimental class was 24.54 and the average of post-test result was 86. The different of mean scores between pre-test and post-test in experimental class was 61.64. On the other hand, the average of pre-test result in control class was 27.27 and the average score of post-test result was 76.91 with the different between pretest and posttest was 49.64. From those scores, it could be that the students in experimental class got better score than the students in control class. Thus, it was proven that hangman game had given positive effect in learning English vocabulary.

Actually, the students' vocabulary score from both of the classes had increased. However, the students' vocabulary score from control class were not as well as the students' vocabulary score in the experimental class. In this case, it could be seen that the use of grammar translation method also influenced students' vocabulary score. But, hangman game had given more positive effect for the students in learning English vocabulary especially in writing the words.

Experimental class and control class were given the same material in the same period of time by the same teacher. They also were taught by using the same method. The different was only the game that the teacher used as the treatment in teaching English vocabulary. The experimental class was taught by using grammar translation method and hangman game. The researcher applied the game in the post-activity. Meanwhile, in the control class, the teacher just used grammar translation method. Both experimental and control classes learned English two days a week. The researcher taught both classes and focused on English vocabulary.

In the first meeting, the game had spent much time to guess the letters or the words because the students were not familiar with the game. But, the students' participation was really good. The students became more active and serious to

remember the letters on each word that they had learnt before. They tried hard to remember the letters. It also gave a good effect in the next meetings. Since the students knew that they would have a game at the end of teaching and learning activities, they tend to give more attention to the materials that they would learn.

When the researcher applied hangman game, each group of the students wanted to be the winner in order to prove that their group was the best from the others. Thus, they tried the best to master the vocabulary. The students seemed to be attracted and challenged when they played hangman game. They were active to play hangman game by asking the researcher to give them the hangman game for the next teaching and learning activities. In playing hangman game, they want to finish earlier and be the winner in order to avoid to be drawn as hangman.

It is appropriate with the function of game in learning vocabulary through games. It **gives higher motivation** for students because they can learn the vocabulary more easily and do it as a fun learning activity. Besides, it also supported by Harmer (2002) which is said that young learners learn differently from adults. They tend to **learn indirectly** rather than directly. Their understanding emerged from but explanation but crucially when they have a chance to interact with. Besides, they easily get bored, losing interest after ten minutes or so. Thus, the teachers have to create some activities that can explore their ability in a fun way. One of them is by using hangman game.

Furthermore, the rule of hangman game in teaching-learning process also adds the positive effect for students. In which, in this case, the function of hangman game can **encourage students' knowledge** in mastering English vocabulary especially in writing the words.

Meanwhile, the researcher applied grammar translation method in the control class. In this case, the students were supposed to remember the words by making a list of words and knowing the meaning of the words. It was not too interesting for them. It made the class became passive. The students did not show their enthusiastic in teaching and learning activities. Besides, the students also did not give attention what letters in the words were. Thus, they tend to write the words as they pronounce them.

In addition, there was also difference between experimental and control class in doing exercises. Students in experimental class tend to be easy to answer the questions related to the topic. On the other hand, students in control class seemed difficult in doing the exercises. It could be seen from their answer in the test. The students in control class tend to write the words as what they pronounce, for example they wrote football as futbol, running as raning.

So, from the explanation and discussion above, it can be seen that Hangman Game not only gives an effect on an academic side but also an effect on a classroom atmosphere in teaching and learning process.

CONCLUSION AND SUGGESTION

The findings of this study provide evidence that, the first, the result of the analysis indicated the mean score of students' English vocabulary by using hangman game was higher than the mean score of students' English vocabulary by using grammar translation method. The second, the researcher has computed these two means score by using T-Test formula; the value of T-Test was higher than the value of T-Table. It indicated that there was an effect of using hangman game in learning English vocabulary.

Hence, it is suggested for English teacher especially at elementary school to consider hangman game as one strategy in teaching English vocabulary. They can do it as post activity in teaching and learning process. Using hangman game can help the students in learning English vocabulary especially in writing the words. It is also made students become more active and enjoyable in learning English vocabulary.

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Reading Strategies Among EFL Undergraduate Student Teachers at One Public University in Jambi and Policy Implications

Azharia Khalida, Harlina Harja, Damaris Hutahaean
Jambi University

This study aimed at analyzing the English reading strategies used by EFL undergraduate student teachers at one of public university in Jambi, particularly the types and frequency of reading strategies that the students used. The participants of this study were student teachers from one English study program at Faculty of Teacher Training and Education at one public university in Jambi. The study involved 95 students as participants consisting of 73 female and 22 male students. This study used a quantitative design with a survey approach. This study also used questionnaire consisting of 23 items to collect the data. Reading strategies (cognitive and metacognitive) were evaluated under three headings: pre-reading, while-reading, and post-reading. The results of this study indicated that the most strategies used by students in pre-reading, while-reading, and post-reading were cognitive reading strategies. Hence, the students in this study categorized as the cognitive reading strategy users. Furthermore, if the students were classified based on gender, the finding of this study showed that EFL undergraduate female students were categorized as a cognitive user. Meanwhile, male students were categorized as metacognitive strategies users.

Key words: Learning strategies, reading strategies, reading comprehension

INTRODUCTION

Teachers meet a serious situation as numerous foreign language learners in Indonesia are struggling to read well. This situation should be taken into account by educators and teachers because reading is an important and critical skill for students to achieve educational success. Recent research on the reading's subject has shown that reading exists as a complex cognitive activity that is crucial for sufficient functioning and gaining information in contemporary society hence the ability to read well is a crucial asset for students as they have managed to a certain academic achievement level (Zhang, 1993; Nordin, Rashid, Zubir, & Sadjirin, 2012). Furthermore, as long English is as foreign language in Indonesia, the students will have many problems to comprehend the reading text such as the meaning of text, the structure of sentences, suggesting that the students' need learning strategies to overcome those problems. According to Alfassi (2004), the way to get the reading comprehension in English is that the students should understand the meaning of text, critically evaluate the message, remember the content, and apply the new-found knowledge flexibly. Zhang (2008) and Zare (2010) argues that if the language learners used reading strategies appropriately and frequently, it will be helpful for the non-native readers because it can serve as an effective way of overcoming language sufficiency and gaining better reading achievement on language proficiency test.

The importance of language learning is emphasized by Oxford (2003) who argued that language learning strategies are particular ways or thinking processes used by learners to make learning easier to understand and it is used as tools for active and self-directed learning. Zare (2010) added that learning strategies was seen as particular way in gaining information that improve learning, comprehension or maintenance the information. O'Malley et al. (1985) classified learning strategies into memory strategies (the way of students to remember the language), cognitive strategies (the way of students to think about their way in learning), compensation strategies (the way of students to limited knowledge), metacognitive strategies (the way of students to manage their way in learning), affective strategies (relating to feelings), and social strategies (the way of students in learning by involving the others).

The involvement and the importance between reading strategies and students' language learning outcomes have been studied by researchers (Ozek & Civelek, 2006;Vianty, 2007; Lai, Tung, , & Luo, 2008; Tsai, 2008; Maghsudi & Talebi, 2009; Hermida, 2009; Poole, 2009; Li, 2010; Zare, 2010; Temur, & Bahar, 2011; Mihara, 2011; Shang, 2011; Sahan, 2012; Khajavi, & Ketabi, 2012; Munsakorn, 2012; Naidu, Briewin, & Embi, 2013; Nordin, Rashid, Zubir, & Sadjirin, 2012; Zare & Othman, 2013; Shan, 2013; Zhang, & Seepho, 2013; Shen, 2013; Khoshsima & Tiyar, 2014; Mahmoudi, 2014; Mahdavi & Mehrabi, 2014; Keshavarz, & Ghamoushi, 2014).

However, much of the research on the English reading strategies is from other countries, research on the English reading strategies used by Indonesian students is still understudied except for Vianty (2007). To fill this gap in the literature, this study was to examine the English reading strategies used by EFL undergraduate student teachers at one public university in Jambi, particularly the types and frequency of reading strategies that the students used.

THEORETICAL FRAMEWORK

According to Oxford (1990) and Oxford (2003), language learning strategies as the ways or steps that are utilized by students to gain the target in learning language that influence the information even in acquiring, storing or in utilizing the information with the aim in getting the students' purpose. Hence, language learning strategies in general are categorized as the ways or steps which are used by students in learning language as the facilitator to gain the purpose of learning. In fact, learning strategies have an important role for the success of language learning strategies (Oxford, 1990, 2003; Bidabadi & Yamat, 2013) because language learning strategies have a role to make the students competent in using English.

Furthermore, learning strategies are needed by students in learning language process to make them easier to understand and comprehend the materials that have relationship with English in general and reading in particular. In the last several decades, reading centers are focused on the importance of reading strategies, or the "[…] specific heuristics, methods, or procedures which readers more or less apply intentionally to adequately process and understand the information presented in a text" (Aarnoutse & Schellings, 2003, p. 391). Barnett (1989, p. 66) says, "Strategy means the mental operations involved when readers purposefully approach a text to make a sense of what they read". Strategy is used with the aim to gain the comprehension in reading which involves memory, cognitive, compensation, metacognitive, affective, social and test taking strategies (Chamot, 2005; Oxford, 1990; Zhang, 1993). Furthermore, readers in reading usually use some appropriate strategies that fix with their individual aims.

Lie and Cecilia (2012) state that reading defines for sufficient purposes, hence different strategies could be applied for different reading purposes.

O'Malley, et al., (1985) divide learning strategies into six types, they are: memory strategies refer to the way of students to manage their ways in learning. Cognitive strategies refer to the way of students to determine the limitation of knowledge. Metacognitive strategies refer to the way of students to manage their ways in learning. Compensation strategies refer the way of students to determine the limitation of knowledge. Affective strategies refer to strategies that relate to students' feelings and social strategies refer to the way of students in learning by involving the others. Additionally, Rubin (1987) divides reading strategies into two kinds, they are direct and indirect. Direct strategies, in these strategies, Rubin (1987) categorizes reading strategies into: cognitive, students' direct actions in solving the problem, such as direct analysis, transformation and synthesis of learning material. Metacognitive, students use self-directed in learning, such as planning, setting goals, and self-management. Then, indirect strategies, in these strategies Rubin (1987) divides into: communication, students use it when they get problems with the interlocutor in conversation, such as asking the aims of interlocutor and many others. Social, students involve their environment to practice their knowledge in a social environment when they get a chance.

Furthermore, Oxford (1990) divides learning strategies in reading into direct and indirect strategies. Direct strategies are divided into some strategies: Memory, the students use their memory in learning to remember about materials that they have learnt. Cognitive, the students use their knowledge in learning by repeating, analyzing, and summarizing. Compensation, students use it when they have insufficient knowledge, such as: guessing meaning. Then, indirect strategies which is also divided into: Metacognitive, students do some aspects in acquiring the target language, such as arranging the planning in learning, and evaluating the result of learning by them. Affective, relates to students' feeling, such as anxiety, emotional temperature, attitude and motivation. Social, students involve in their environment or others, such as asking question or cooperating with others.

In relation to the reading activity, Noli and Sabariah (2011) categorize into three stages: pre-reading, while-reading, and post-reading. Pre-Reading begins constructing meaning from context. The activity in this statge assists students to activate what they know about a topic and guess what they will read (Nordin, et al, 2012). In this stage, the readers will plan the strategies that will be used in reading texts in order to make the texts more accessible during the reading. The aim of this stage is to attract the attention of students about the strategies that are used in while reading activity as the next stage.

While-Reading is the process that occurs in readers' mind that happen more than once (Ozek & Civilek, 2006). Furthermore, while-reading is the stage when the readers build their understanding of the text and become engaged in reading process by using the appropriate strategies, thinking more about the strategies. Then, in this stage the readers hope to know when they use the appropriate strategies to contribute to their understanding of the texts. The students who know the good timing "how" and "when" to use certain reading strategies to make sure that they understand about what they are reading is categorized as good or proficient readers (Ozek & Civilek, 2006). Some strategies that can be applied in this stage are such as checking for understanding, confirming predictions, asking questions, and pausing. In addition, in this stage, bottom-

up and top-down strategies can be applied such as background knowledge, prediction, the idea of a text, skimming, scanning and many others (Ozek & Civilek, 2006).

Post-Reading is the stage as important as those pre-, and while- reading stages. Hence, post-reading activity is a stage where the readers should summarise major ideas and evaluate their readings, as the validation if the readers have a deeper understanding of the text (Blachowicz & Ogle, 2001). So, this stage involves deep-level processing strategies that transform the literal meaning of the texts. This stage indicates as the final stage to get the result of reading activity that is the main idea of the text. Hence in this stage, the readers usually use the strategies, for example, classifying words according to their meanings, classifying the words according to their grammatical category, summarizing the main ideas, re-reading a text to make sure in comprehending of the text and re-reading the text to remember the important information.

Based on these stages in reading activity that have been explained above, the most common strategies that are used in those stages are cognitive and metacognitive strategies. Hence, in this research, the reading strategy used is limited for cognitive and metacognitive strategies by researchers. Cognitive and metacognitive strategies are the strategies involving the students' mind and way in learning process directly and indirectly. So, metacognitive and cognitive strategies can be applied into each stage of reading activity. Williams and Burden (1997) say, "Cognitive strategies are seen as mental processes directly concerned with the processing information in order to learn, that is for obtaining, storage, retrieval or use of information" (p. 148). So, cognitive strategies refer to steps or operations used in learning or problem-solving, which require direct analysis, transformation, or combination of learning materials. As long the cognitive strategies control directly, it help the students to understand the problem that face in reading process by repeating, summarizing, reasoning, predicting, analyzing, using context clues, note taking, and practicing with the specific aspects of the target language such as sentence structure, unknown words and another problem that may be faced in reading process (O'malley & Chamot, 1990).

In learning language process, metacognitive strategies are indicated as the important feature of effective reading and reading instruction. Metacognitive strategies are the strategies which the learners manage their way in language learning to gain success of learning. According to O'malley and Chamot (1990), metacognitive strategies are categorized into four steps: the students think about learning process or directed attention, plan for learning or self-management, monitor the learning task or self-monitoring, and evaluate how well one has learned or self-evaluation. In other words, the students who use metacognitive strategies will have strategies for discovering or working out what needs to be done. Because, the use of metacognitive strategies will influence the students thinking become better and higher performance, especially for the beginner or low-proficient level in English (Anderson, 2000; Temur & Bahar, 2011).

METHODS

The researchers used a quantitative design with a survey approach to investigate the learning strategies which were used in reading by English department student teachers at one public university in Jambi. The population of this study was the English study program student teachers at one public university in Jambi that involved as the participants in this research. This study involved one class to test the reliability of questionnaire. The real sample involved the second, fourth, and sixth semester student

teachers. However, the final and total samples were 95 students with 73 female and 22 male student teachers.

In collecting the data, the researchers did some steps. First, *getting permission*, in this step, researchers asked the permission by giving the formal letter before sharing to the participants; dean, head of the program, and some lecturers of faculty teacher of training and education program. The second step was *giving invitation letters and informed consent form.* In this part, the researchers gave the invitation letter to invite the participants that were involved as the data sources of this research, then the researcher gave each participant an informed consent form consisting of statements that the participants agreed to be part of this study as the sample. The next step was *distributing the questionnaire*. In this part, the questionnaires were distributed to the participants and they were given time around 30-45 minutes to answer the questionnaires. In analysing the data, descriptive statistics were used to describe the data of the respondents' demographic background and how strong they agree with the statements.

FINDINGS AND DISCUSSION

In this study, the reliability index (Cronbach α) was 0.907, meaning that the questionnaire was reliable to be distributed to the real participants. The questionnaire delivered to participants used the five Likert Scales. But, the researchers only displayed "the Agree scale" of questionnaire as the highest percentage that was chosen by the participants.

Table 1: The common strategies that used by EFL undergraduate students

No.	Stages	Strategies	Agree (%)
1.	Pre-Reading	I use prior knowledge to understand the texts (C)	74,74%
2.	While-Reading	I re-read the texts for better understanding (C)	70,53%
3.	Post-Reading	I check or evaluate my comprehension (C)	76,84%

Pre-reading

The questionnaire in this stage was related to activate their background knowledge and understanding what the text is mainly about, such as guessing the content of text based on the title or guessing the text about by pictures or illustration that is displayed in the text. As shown in the table above, the highest percentage was reached by "I use prior knowledge to understand the texts" (C) strategy that was chosen by 74,74% of participants (agree). Hence, based on the data, the participants in this study were categorized as cognitive strategy users or direct strategy users.

While-Reading

While-reading is the stage when the readers build their understanding of the text and become engaged in reading process by using the appropriate strategies, thinking more about the strategies**.** The data showed that the highest percentage was reached by "I re-read the texts for better understanding" (C) that was chosen by 70,53% of

participants (agree). It indicated that the participants prefer doing direct ways in processing the meaning of the text.

Post-Reading

In this stage, the readers need to take conclusions or summary of the texts that they read as the validation if the readers have a deeper understanding of the texts (Blachowicz & Ogle, 2001). The statement, "I check or evaluate my comprehension" as part of the cognitive strategy chosen by 76, 84% of participants (agree), meaning that in this stage the participants preferred doing direct ways in processing the meaning of the texts.

Table 2: The different reading strategies between male and female students in pre-, while, and post- reading

No.	Stages	Strategy	Gender	Agree (%)
1.	Pre-Reading	Metacognitive	Female	66,43%
			Male	67,04%
		Cognitive	Female	75,34%
			Male	72,72%
2.	While-Reading	Metacognitive	Female	62,00%
			Male	64,64%
		Cognitive	Female	62,46%
			Male	55,45%
3.	Post-Reading	Cognitive	Female	74,88%
			Male	68,18%

Pre-Reading

In pre-reading as the first stage in reading activity, there were five metacognitive strategies. The chart showed that 66, 43% of female participants chose "Agree" for metacognitive strategies in pre-reading. However, the results of this study also showed that 67, 04% of male participants chose "Agree" for the metacognitive strategies in pre-reading activity. Meanwhile, in pre-reading for the cognitive reading strategies, 75,34% of female participants chose "Agree" but for male students, 72,72% of them chose "Agree".

While-Reading

In terms of metacognitive strategies, the result of study showed that in while-reading as the second stage in reading activity, 62, 00% of female participants chose "Agree" while, 64, 64% of male participants chose "Agree". In terms of cognitive

strategies, the results of study showed that 62, 46% of female participants chose "Agree" while 55, 45% of male participants chose "Agree."

Post-Reading

For the post reading as the last stage in reading activity includes three strategies that were categorized to cognitive strategies. The data showed that 74, 88% of female participants chose "Agree" and 68, 18% of male participants chose "Agree."

CONCLUSIONS AND POLICY IMPLICATIONS

The aim of this study was to examine the English reading strategies used by EFL undergraduate students at one public of university in Jambi, particularly the types and frequency of reading strategies that the students used. In this study, reading activity is categorized into three stages: pre-reading, while-reading and post-reading by the aim to make the readers is easier to understand about the information text (Noli & Sabariah, 2011; Nordin, et al., 2012). The reasons for choosing these strategies are because these strategies involve the students' mind and way in learning process directly and indirectly, hence these strategies are appropriate to apply for each stage.

Based on the result of this study, it can be concluded that most of participants that were undergraduate EFL student teachers in this study tended to be cognitive strategy users. Based on the data obtained for each stage, the highest percentage was always cognitive strategies. Then, for the second result of this study was about the differences of reading strategies used by EFL Undergraduate students based on gender. Hence, based on the data, researchers concluded that female participants in this study were cognitive strategy users, meanwhile the male participants intended to be metacognitive strategy users.

Recommendations and implications for policies, programs, and practices can be drawn from the findings of this study. For educational policymakers at university, faculty, and department levels, they should provide lecturers with information that they should be more aware of the strategies in teaching that is appropriate for students to help them to comprehend the English texts. Lecturers also should be provided with continuous training to improve their awareness of individual learning strategies that student teachers have.

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Speaking Learning Styles Used by EFL Undergraduate Student Teachers at One Public University in Jambi

Husarida, Yennora, and Suchi Isti'anah
Jambi University

The study aimed to investigate to investigate the English speaking learning styles (auditory, visual, kinesthetic, group, and individual styles) used by EFL undergraduate student teachers so they can achieve the target language at one public university in Jambi. The participants were students from one English study program at Faculty Teacher Training and Education, Jambi University which aims to produce teachers in English teaching. This study used total sampling with 60 participants in the second and sixth semester students. This study used a quantitative design with a survey approach. There were five kinds of learning styles used in learning speaking that were Auditory, Kinhestetic, Visual, Group and Individual learning style. The result revealed that the most preferred learning style was Auditory learning style and the least preferred learning style was Visual learning style. In this study, suggestions for future research, students, and teachers are also discussed.

Key words: Learning style, style, speaking, auditory, visual, kinhestetic, group, individual

INTRODUCTION

Not everyone learns something with the same way. It is just like how they differ in how they act and react to something. In learning, students are also different from each other on how they process and receive information when they learn. This term is called a learning style, which refers to a person's preferred way of learning (Reid, 1987, 1995; Grasha; 1990; Gordon, 1998; Griggs, 1991; Brown, 2000; Pritchard, 2008). For example, Grasha (1990) defined a learning style as "the preference students have for thinking, relating to others, and particular types of classroom environments and experiences" (p.26) while Griggs (1991) added that a learning style was related to the attitude, favorites, and conducts that a learner use in his or her learning. Since different people learn best in different ways, educators must have a variety of teaching techniques to an individual student because learning style is also one of the important factors that affect personal competence (Kolb 1984).

In learning English as a foreign language, Celcia-Murcia (2001) argued that learning styles were related to the general approaches including-global or analytic, auditory or visual—that students apply in acquiring a new language or in learning something. Specifically, every student has different ways to learn English, and the teacher should pay more attention for this in order to help students understand about the target language, in particular for EFL students. A variety of styles that students may use in learning English such as visual (seeing), auditory (hearing), kinesthetic (moving) or tactile (touching) way of learning (Reid, 1987, 1995). More specifically, (Reid, 1987, 1995) provided a model of learning styles that students might apply including auditory (listening to lectures and tapes), visual (reading and studying diagram), kinesthetic

(physical activity and movement), tactile (hands-on, doing lab experiments), group (studying with others or in group), and individual learning (studying alone).

Furthermore, students' learning styles in learning to speak in English vary as not all students learn in the same ways. A study done by Reid (1987) found that in speaking students tended to be kinesthetic and tactile learning styles. Also, a number of previous studies have documented students' learning styles, however, most of the studies did not focus on one skill such as speaking. Most of them investigated learning styles in language learning in general, for example Hyland (1994), Hayashi and Cherry (2004), Wang, Wang, Wang, and Huang (2006), Park (2009), Wu (2010), Noormala and Hidayah (2010), Ahmed (2014), Sywelem, Al-Harbi, Fathema, and Witte (2014), and Sivanandan, Letchumanan, Ramayah, Nasrijal, and Leong (2014). Additionally, Indonesian EFL students' learning styles in English as a foreign language, particularly in speaking skill remain understudied. The lack of literature and information on Indonesian EFL students' learning style in speaking skill might obscure our understanding of the unique and individual learning style. This study was an attempt to fill a gap in the Indonesian EFL students' English speaking learning style literature.

LITERATURE REVIEW

Learning styles

The term ''learning styles'' refered to the concept that individuals differ in how they learned or what was the study was most effective for them. There were some definition related to the term of "learning style". Dunn and Dunn (1979, as cited in Reid, 1987) defined learning styles as "a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience" (p. 89).

Kinds of Learning Styles

Reid (1987, 1995) set a model of learning styles that students might use such as auditory (listening to lectures and tapes), visual (reading and studying diagram), kinesthetic (physical activity and movement), tactile (hands-on, doing lab experiments), group (studying with others or in group), and individual learning (studying alone). The Visual learners learn by watching. They call up images from the past when trying to remember. They picture the way things look in their heads. Visual learners learn best by looking at graphics, watching a demonstration, or reading. For them, it is easy to look at charts and graphs, but they might have difficulties focusing while listening to an explanation. However, it is different from auditory learners who would rather listen to things being explained than read about them. Reciting information out loud and having music in the background may be a common study method (Reid, 1987, 1995).

For kinesthetic learners, they learn best through movement and manipulation. Kinesthetic learners are most successful when they totally engage with the learning activity. They acquire information fastest when participating in a science lab, drama presentation, field trip, dance, or other active activities (Reid, 1987, 1995). While individual learners learn best when they are alone, they understand well when they study alone and do everything alone, group learners prefer learning in groups or classes, or they like to spend much one-on-one time with teachers or instructors, they prefer to work through issues, ideas and problems with a group. The group learners prefer social

activities, rather than doing their own thing, they typically like games that involve other people, such as card games and board games (Reid, 1987, 1995).

METHOD

For this research, a quantitative design with a survey approach was used to examine student learning style in learning speaking at one public university in Jambi. According to Creswell (2012), "the quantitative method was an approach used to describe a research problem through analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions or previous research"(p.13). The number of participants of this study were 60 students (it was planned to recruit all of the students at one English study program, but due to several limitations (e.g. time), only 60 participants were recruited).

To collect the data, a questionnaire was used. The questionnaires were constructed in the form of closed-ended questions in which we presented the questions and provided preset response options for the participants (Creswell, 2012, p.386). The questionnaire adapted from the Perceptual Learning Style Preference Questionnaire (Reid, 1984). We used *Likert scale* consisting of a series of statements all of which was related to a particular target: ranging from *Strongly Agree* (SA), *Agree* (A), *Not Sure* (NS), *Disagree* (D), and *Strongly Disagree* (SD) (Dornyei, 2003). The questionnaire was divided into 5 kinds of learning styles. First was visual learning containing four statements, second was auditory learning consisting of four statements, third was kinesthetic learning with five statements, fourth was individual learning with five statements, and the last was group learning with five statements. Additionally, the test was piloted for the participants who did not belong to sample. The objective of piloting of the questionnaire was to know the reliability of the questionnaire**.**

FINDINGS AND DISCUSSION

The result of the pilot study indicated that the reliability index (Cronbach α) was 0.907, suggesting that the questionnaire was reliable to be distributed to the real participants.

Biographical description of participants

Demographic questionnaire was used to get the general data from the participants. There were sixty participants consisting of eighteen male participants and forty two female participants.

Learning styles in Speaking English

The data of learning styles in this study were presented in 25 items consisting of auditory learning style with six items, visual learning style with four items, kinhestetic learning style with five items, group learning style with five items, and individual learning style with five items.

Auditory learning style

The data showed 39 respondents (65,00%) chose "agree" for the statement, *In speaking, I learn better when the teacher explains the instruction for me*. Then it was followed by 19 repondents (31,68%) chose "Strongly Agree", 2 respondents (3,33%)

chose “Not Sure”, No one chose “Disagree” (0,00%) and “Strongly Disagree” (0,00%). For *When someone or Teacher directs me how to do something in class, I learn it better in speaking course*. 33 respondents (55,00%) chose “agree,” followed by 21 respondents (35,00%) chose “Not Sure, 6 repondents (10,00%) chose “Strongly Agree,” No one chose (0,00%) disagree and No one chose (0,00%) “Strongly Disagree.”

Also, 33 respondents (55,00%) chose “agree” for the statement, *in speaking course, I remember lesson that I have heard in class better than I have read*, followed by 20 repondents (33,33%) chose “Not Sure”, 7 respondents (11,66%) chose “Strongly Agree”, No One (0,00%) chose “Disagree” and No One chose “Strongly Disagree” (0,00%). Additionally, 34 respondents (56,67%) chose “agree” for the statement, *I understand better in speaking course when the teacher gives a lecture*, followed by 17 repondents (28,33%) chose “Not Sure”, 7 respondents (11,66%) chose “Strongly Agree”, 2 respondents (3,33%) chose “Disagree” and No One chose “Strongly Disagree” (0,00%).

Interestingly, 37 respondents (61,67%) chose “agree” for the statement, *I understand better in speaking class when I listen to someone or teachers*, followed by 13 repondents (21,67%) chose “Not Sure”, 10 respondents (6,67%) chose “Strongly Agree”, No One (0,00%) chose “Disagree” and No One chose “Strongly Disagree” (0,00%). Last, 23 respondents (36,68%) chose “Not Sure” for the statement, *The things I say sound better than the ones I write on a paper*. Then it was followed by 22 repondents (38,33%) chose “agree”, 7 respondents (11,67%) chose “Strongly Agree”, 4 respondents (6,67%) chose “Disagree”, 1 respondent (1,68%) did not answer and No One chose “Strongly Disagree” (0,00%).

Visual learning style

The results of the data analysis indicated that 28 respondents (46, 67%) chose “agree” for the statement, *In speaking course, I learn better by reading what the Teacher writes on the whiteboard*. Then it was followed by 24 repondents (40,00%) chose “Not Sure”, 6 respondents (10,00%) chose “Strongly Agree”, 2 respondents (3,33%) chose “Disagree” and No One chose “Strongly Disagree” (0,00%).

For the statement, *In speaking course, I remember lesson the instructions better when I read instructrions than when I listen to them,* 40 respondents (66,67%) chose “agree,” followed by 12 repondents (20,00%) chose “Not Sure”, 8 respondents (13,33%) chose “Strongly Agree”, No one (0,00%) chose “Disagree” and No One chose “Strongly Disagree” (0,00%). For the statement, *In speaking course, reading instructions makes me more understand than listening to them,* 38 respondents (63,33%) chose “agree,” followed by 15 repondents (25,00%) chose “Not Sure”, 6 respondents (10,00%) chose “Strongly Agree”, 1 respondents (1,68%) chose “Disagree” and No One chose “Strongly Disagree” (0,00%).

For the statement, *In speaking course, I understand more by discussing the content of the coursebook than by listening to lectures*, 23 respondents (38,33%) chose “not sure” followed by 19 repondents (31,68%) chose “agree”, 9 respondents (15,00%) chose “Strongly Agree”, 1 respondents (1,68%) chose “Disagree”, 1 respondent (1,68%) did not answer, and No One chose “Strongly Disagree” (0,00%).

Kinhestetic learning style

The data showed 37 respondents (61,68%) chose "Agree" for the statement, *In speaking course, I like better learn by doing something.* Then it was followed by 15 repondents (25,00%) chose "Strongly Agree", 7 respondents (11,68%) chose "Not Sure", 1 respondents (1,68%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). For the statement, *I understand better when I do things in speaking course,* 33 respondents (55,00%) chose "Agree," followed by 15 repondents (25,00%) chose "Not Sure", 11 respondents (18,33%) chose "Strongly Agree", 2 respondents (3,33%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%).

For the statement, *In speaking course, I like learning by doing experiments,* 37 respondents (61,68%) chose "Agree," followed by 13 repondents (21,68%) chose "Not Sure", 7 respondents (11,68%) chose "Strongly Agree", 2 respondents (3,33%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). Also, 22 respondents (36,68%) chose "Agree" for the statement, *I learn things better in speaking class involve in role-playing,* followed by 28 repondents (46,67%) chose "Not Sure", 9 respondents (15,00%) chose "Strongly Agree", No one chose "Disagree", 1 respondent (1,68%) did not answer and No One chose "Strongly Disagree" (0,00%). Last, 27 respondents (45, 00%) chose "Agree" for the statement, *I understand best in speaking course when I can involve in related activities,* followed by 9 respondents (15,00%) chose "Strongly Agree", 3 respondents (5,00%) chose "Not Sure", 1 respondents (1,68%) chose "Disagree", 1 respondent (1,68%) did not answer and No One chose "Strongly Disagree" (0,00%).

Group Learning style

The data showed 31 respondents (51,67%) chose "agree" for the statement, *In speaking class, I get more work done when I work with other students,* accompanied by 17 repondents (28,33%) chose "Strongly Agree", 11 respondents (18,33%) chose "Not Sure", 3 respondents (5,00%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). Additionally, 24 respondents (40,00%) chose "agree" for the statement, *In speaking course, when I study with a group, I will learn more,* followed by 18 repondents (30,00%) chose "Not Sure", 17 respondents (28,33%) chose "Strongly Agree", 1 respondent (1,68%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%).

For the statement, *In speaking course, I learn best when I work with other students,* 26 respondents (43,33%) chose "agree," followed by 16 repondents (26,68%) chose "Not Sure", 15 respondents (25,00%) chose "Strongly Agree", 1 respondents (1,68%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). For the statement, *I like doing on a task with two or three students in speaking course,* 30 respondents (50,00%) chose "agree," then, 15 repondents (25,00%) chose "Not Sure", 14 respondents (23,33%) chose "Strongly Agree", 1 respondent (1,68%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). Interestingly, 35 respondents (58,33%) chose "agree" for the statement, *In speaking class, I prefer to study with other students,* followed by 11 repondents (18,33%%) chose "Strongly Agree", 10 respondents (16,68%) chose "Not Sure", 1 respondent (1,68%) did not answer the questionnaire. No one (0,00%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%).

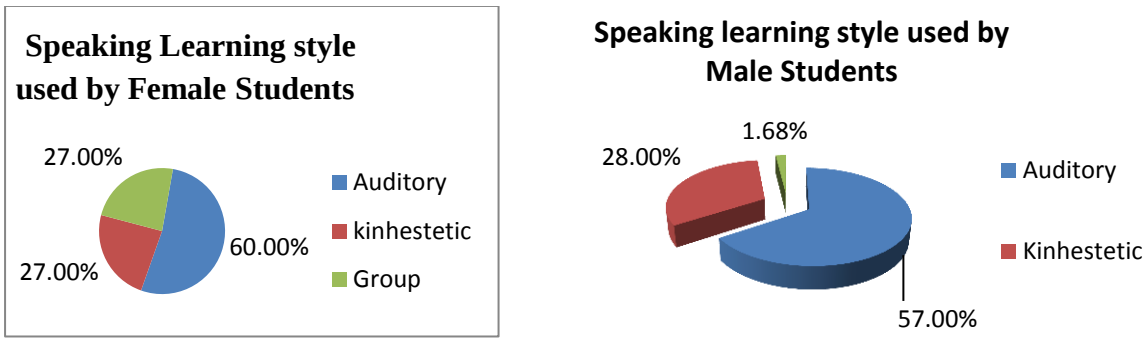
Individual learning style

The results of the data analysis revealed that 39 respondents (65,00%) chose "agree" for the statement, *In speaking course, when I study by myself, I remember things better,* 13 repondents (21,68%) chose "Not Sure", 6 respondents (10,00%) chose "Strongly Agree", 2 respondents (3,33%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). For the statement, *In reading course, when I work alone, I understand better,* 29 respondents (48,33%) chose "strongly agree," 26 repondents (31,33%) chose "Not Sure", 25 respondents (41,68%) chose "Strongly Agree", 6 respondents (10,00%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). Also, 24 respondents (40,00%) chose "Agree" for the statement *In speaking course, I learn better when I learn alone,* 24 repondents (40,00%) chose "Not Sure", 6 respondents (10,00%) chose "Strongly Agree", 5 respondents (8,33%) chose "Disagree", 1 respondent (1,68%) did not answer and No One chose "Strongly Disagree" (0,00%).

Male and female student teachers' speaking learning style

The following figure will describe the speaking learning style used by male and female students at the research site.

Figure1: The speaking learning style used by male and female students



The findings indicated that for female students, the most preferred speaking learning style was the Auditory learning style. 25 out of the 42 respondents chose five of the twenty-five statement thus making them fell into the auditory style. The second most preferred learning styles of the female students was kinhestetic learning style. It was found out that 11 out of 42 students fell into kinhestetic learning styles after choosing four or more of the statements in the category. The learning styles, however, were found to be the least preferred learning styles where only 8 out of 42 respondents chose group and individual learning styles. In the meantime, for male students, they chose auditory learning style as the most preferred learning style. 10 out of 18 respondents chose auditory learning style. And then followed by Kinhestetic learning style, which was found that 5 out of 18 of them fell into Kinhestetic learning style. And the least preferred learning styles were visual and Group with only 3 out of 18 respondent chose this learning style.

DISCUSSION

The aim of this study was to find out English speaking learning style used by EFL undergraduate student teachers at one of public university in Jambi. Within this study, five learning styles proposed by Reid (1987, 1995) were used to guide this study including visual, auditory, kinhestetic, individual, and group. The findings of this study indicated that among the five styles, the most preferred speaking learning style among the respondents was the auditory learning style. A majority of 35 out of the 60 respondents or 58,3% chose five of the twenty five statement thus making them fell into the auditory learning style. The findings of this study are in line with what Wu's (2010) study that identified the patterns of language learning style and language learning motivation of 185 Hongkong students and found the most popular learning style was auditory followed by Kinesthetic style and visual learning style as the least popular style. Additionnally, the findings are also similar to the findings of a study conducted by Ahmed (2014) who found that from 100 Bangladesh students, 55 % of them fell into auditory learning style.

The second most preferred learning style was kinhestetic learning style with 33,3% (20) of participants fell into kinhestetic learning styles. The group learning styles, however, was found to be the least preferred learning style where only 5 of the respondents out of 60 respondents fell into the category. The possible reasons for the auditory learning style was found to be the most preferred learning styles because the respondents more understand when they listen to the teacher or friends' explanation in speaking class.

Another interesting finding from this study was that female and male student teachers tended to be more auditory learning style users than other learning styles in learning how to speak in English. This finding may be influenced by the Indonesian culture that in the classroom, teachers tend to be the center and invite students to be active. This finding was similar to the findings of a study conducted by Makhlouf, Witte, Fathema and Dahawy (2012) who found no gender-based difference.

CONCLUSION AND SUGGESTIONS

Not every learner learns a language with the same way. Learners are not similar to each other on how they process and receive information when they learn. The findings of this study indicated that although male and female respondents tended to be more auditory learning style users, it could not be concluded that all participants used the same style as only 58,3% of participants preferred the style. Future research may go in-depth qualitatively to find out student teachers' perspectives and thoughts on their own styles.

Also, from the findings of this study, students are encouraged to pay more attention to what learning styles that they prefer as it would help them easier understand what they learn. For the teachers, they also should pay more attention to the students' learning style since it would help them when they teach the students. Also, teachers need to have different strategies when they teach students with various learning styles.

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EFL Student Teachers, Listening Strategies, and Policy Recommendations

Geby Wira Pratiwi, and Diyan Andriani
Jambi University

The study aimed to explore the listening strategies that EFL undergraduate students used at one public university in Jambi. The participants were students who passed in listening subjects in one English study program at Faculty Teacher Training and Education, Public University in Jambi. The total sampling was 94 participants of the second semester, fourth semester, and sixth semester. This study used a quantitative design with a survey approach. In analyzes the data researcher used SPSS to find out the reliability, and Microsoft Excel to describe about the percentage and frequency in listening strategies that students used. There were three categories of listening strategies. They were metacognitive strategy, cognitive strategy, and socio-affective strategy. The result was most of students used metacognitive strategy to increase their ability in listening. Meanwhile, based on gender most of female students used metacognitive strategy, and male students used cognitive strategy. The implication of this study are the students may get the appropriate strategies in listening subject and for the teacher it can motivate the teacher to find out the way to teach the appropriate the strategies to make them get the comprehension in listening.

Key word: Language learning strategies, listening strategies, listening comprehension

INTRODUCTION

Listening has an important role in communication, especially in a foreign language classroom. Listening is a process whereas students must understand grammar structures and vocabularies to acquire the meaning from the communication (Mianmahaleh & Rahimy, 2015). Additionally, Rivers (1984) stated that listening had 30% to 40% position in communication. According to Feyten (1991), in daily communication, people spent 45% of time in listening, 30% in speaking, 16% in reading, and only 9% in writing. However, it seems that listening skill gets less attention than any other skills in language learning. Teachers do not want to spend more time to pay attention to listening skill to increase students' ability in listening (Mianmahaleh & Rahimy, 2015). Also, according to Chelli (2013), although listening has a vital role in language learning, it is ignored from other skills in language learning.

Although the ignorance of the listening skill in learning a foreign language may prevent language learners from understanding speech in a foreign language, which may finally make learners confused if they cannot comprehend what people intend to express, there may be other factors that influence their comprehension, including learning strategies in listening. Listening strategies help students in language input and also to get success in learning language (Vandergrift, 1997). Learning strategy is the strategy or technique that is used to learn something. According to O'Malley, Chamot, Stewner-Manzanares, Russo, and Kupper (1985), there are six types of learning

strategies including memory, metacognitive, cognitive, compensation, affective, and social strategies.

The importance of learning strategies in listening has been part of a number of studies such as Teng (1998), Hung, Teng, and Kuo (2002), Wen-sheng (2007), Chulim (2008), Yang (2009), Jou (2010), Bidabadi and Yamat (2011), Birjandi, and Rahimi (2012), Watthajarukiat, Chatupe, and Sukseemuang (2012), Al-Alwan, Asassfeh, and Al-Shboul (2013), Bidabadi and Yamat (2013), Chelli (2013), Ghoneim (2013), Ratebi and Amirian (2013), Afshar and Hamzavi (2014), Nowrouzi, Shim, Zareian, and Nimehchisalem (2014), Ying Lin and Ni Gan (2014), Amirian and Farahian (2014), and Mianmahaleh and Rahimy (2015). For example, a study done by Amirian and Farahian (2014) found that using listening strategies (metacognitive, cognitive, and socio-affective strategies) has contributed to increase the ability of students' comprehension in learning listening.

Nevertheless, it seems that many studies on the English listening strategies are from other countries, studies on the English listening strategies used by Indonesian undergraduate student teachers seems to be rare. The purpose of this study was to examine the English listening strategies used by EFL undergraduate student teachers to cope with listening problems so they can achieve the target language at one public university in Jambi, particularly the types and frequency of listening strategies that the students use. To achieve the purpose of the study, the study attempted to answer three questions: (1) What types of listening strategies do EFL undergraduate student teachers at one public university in Jambi use to cope with listening problems? (2) What are the common strategies (frequency) that EFL undergraduate student teachers at one public university in Jambi use to cope with listening problems? and (3) What are the different listening strategies between male and female student teachers at one public university in Jambi use to cope with listening problems?

THEORETICAL FRAMEWORK

In learning language, the learners need a technique, strategy, or tactic to success in learning process of a language. Language learning strategies make learner become competent learners (Oxford, 1990, 2003). According to Bidabadi and Yamat (2013), learning strategies have contributed to success in language learning. O'Malley, et al., (1985) divide learning strategies into six types including memory strategies referring to the way of students to manage their ways in learning while cognitive strategies refer to the way of students to determine the limitation of knowledge. For metacognitive strategies, they define as how students manage their ways in learning while compensation strategies refer the way of students to determine the limitation of knowledge. For affective strategies, O'Malley, et al., (1985) define it as students' feelings while social strategies refer to the way of students in learning by involving the others.

In this study, the researchers focused on three types of listening comprehension strategies consisting of metacognitive, cognitive, and socio-affective strategies (Vandergrift, 1997). In metacognitives, learners plan the strategies, monitor, and evaluate strategies in understanding the task (Vandergrift, 1990). Meanwhile, Bacon (1992 as cited by Nowrouzi, et al., 2014) stated types of metacognitive strategies are pre-listening strategy, while-listening strategy, and post-listening strategy. According to Nowrouzi, et al., (2014), "Pre-listening strategy is the learners preparation for listening through manipulating the environment, focusing attention, applying advance organizer,

selecting attention, and deciding to think in English". While-listening strategy was the learners' focuses on monitoring their listening and attract their attention. Post-listening strategy was the evaluation of their understanding in listening and also tried to find out what should they did to help their listening comprehension.

Vandergrift (1997) stated that cognitive strategy is the specific way from the students self to learn the lesson, such as, they make the important notes or summarize, and try to find the meaning of difficult words to get the information from the speaker. Cognitive strategy is divided in two categories; they are top-down and bottom-up processing strategy (Nowrouzi, et al., 2014). Top-down processing strategy refers to predicting what the speaker says by the signal given (Jou, 2010). In top-down processing strategy, the students guessing the meaning from the topic and also make summary about what the speaker says while the bottom-up processing strategy is a process of understanding the meaning of sound by finding out the meaning of words, semantic content, and syntactic level. Additionally, social-affective strategy is divided into social strategy and affective strategy (Bacon, 1992 as cited in Nowrouzi, et al., 2014). Social strategy refers to sharing the idea to others to get the comprehension in listening and affective strategy refers to learners' confidence during the listening process (Vandergrift, 1997).

METHODS

The participants that involved in this study were 94 English study program student teachers who passed the listening subjects at one public university in Jambi. The participants were from the second, fourth, and sixth semester consisting of 72 female student teachers and 22 male student teachers. They were in different ages from 18 to 20 males and females. The researchers used a quantitative method with a survey approach to investigate the listening strategies that EFL students used in listening subject at one of public universities in Jambi. In this study, the researchers involved one class of the second semester as the class to test the reliability of questionnaire. Furthermore, for the real sample, the researchers involved one class of the second semester, one class of the fourth semester, and two classes of the sixth semester.

This study used a questionnaire as the instrument. The questionnaire of this research was adapted from some journals and some previous studies; they were (Cheng (2002 as cited in Jou, 2010); Oxford (1990 as cited in Watthajarukiat, Chatupote, & Sukseemuang, 2012); Vandergrift and Tafaghodtari (2010 as cited Abdalhamid, 2012). The statements in questionnaire were related to the strategies of listening that students used in the listening process. The strategies were divided into three categories, metacognitive, cognitive, and socio-affective strategies where all of the items or statements were related to the strategies above.

In collecting the data, the researchers followed some steps of collecting data. First, getting the permission from the dean of the faculty of teacher training and education, the head of English education study program and lecturers. Second, the researchers gave the invitation letter and the informed consent form to participants in this study. Additionally, the researchers gave brief explanations about this research to make them understand about the study. The last is distributing the questionnaire. The researchers distributed the questionnaires participants that had been ready and agreed to be participants in this study. The researchers gave participants 30-45 minutes to answer the questionnaire. To analyze the data, the researchers used SPSS to find out the reliability of questionnaire. In analyzing the data, this study used Microsoft Excel to

find out the frequency of strategies that students used in listening and also the differences between males and females in using the strategies in the listening subject.

FINDINGS AND DISCUSSION

In this study, the reliability index (Cronbach α) was 0.909, meaning that the questionnaire was reliable to be distributed to the real participants. In the questionnaire, there are five agreement scales. This result only applied the "agree scale" of questionnaire.

Table 1: The types of strategies that student teachers used to cope with the problems in listening

No	Strategy	Percentage
1	Metacognitive Strategy	60.5%
2	Cognitive Strategy	58.8%
3	Socio-affective Strategy	57.8%

The data showed that metacognitive strategy was most frequently used by the students in listening subject; it can be seen from the percentage of metacognitive strategy (60.5%). The findings are line with a study done by Bidabadi and Yamat (2011) who found that the Iranian EFL freshman university students frequently used metacognitive than cognitive and socio-affective strategies.

The common strategies that students used to cope with the problems in listening

Metacognitive strategies

There are three categories of metacognitive strategies in this study. They are pre-listening strategy, while-listening strategy, and post-listening strategy.

Table 2: Pre-listening strategy

No	Statements	Frequency
1	I clarify the objectives of an anticipated listening task and/or propose strategies for handing it.	86.36%
2	Before listening, I prepare my mind to concentrate	63.83%
3	Before listening, I request myself to make progress	69.15%
4	Before listening, I think of similar texts that I may have listened to	29.79%
5	Before I start to listen, I have a plan in my head for how I am going to listen	68.09%

The data showed that "*I clarify the objectives of an anticipated listening task and/or propose strategies for handing it"* obtained the highest percentage (86.36%) with seventy participants for the "agree scale" which is different from the result of the research that was conducted by Jou (2010) who found that most of students prepared their mind to concentrate before listening. In this study, before the students joined the listening process, the students had a step or measure to get success in listening.

Table 3: While-listening strategy

No.	Statements	Frequency
1	While listening. I do not understand if I am unfamiliar with speakers' accents	45.74%
2	While listening, I will check what part of content I do not understand	64.89%
3	While listening, I will double check again for my answer	61.70%
4	I am aware of my inattention and correct it while doing listening test	57.45%
5	I try to listen for specific details to see whether I can understand them	71.28%

The data showed that *"I try to listen for specific details to see whether I can understand them"* got the highest percentage (71.28%) of the sixty-seven participants for the "agree scale". It is similar to the finding of the study done by Chulim (2008) focusing on what participants listened to is the most strategy that students used. It showed that the students were worried about losing their focuses on listening, it caused them lose the point of what they listened.

Table 4: Post-listening strategy

No	Statements	Frequency
1	After listening, I think back to how I listened and about what I might do differently next time	50.00%
2	After Listening, I think back to the quality of my strategy use (for example planning, inferencing) and about how I can do better next time.	65.96%
3	After listening, I reflect on my problems, such as the key words that I do not understand	70.21%
4	After listening, I evaluate how much I could understand	70.21%
5	I will write down the words I do not know after the listening test and look up the dictionary	45.74%

The data showed that *"After listening, I reflect on my problems, such as the key words that I do not understand"* and "*After listening, I evaluate how much I could understand"* got the highest percentage (70.21%) of sixty-six participants for the "agree scale". It is similar to the findings of a study done by Jou (2010) who found that the students lacked of vocabularies because while listening process they could not open the tools to help them cope their problems. Also Lin's (2000) study indicated that the problems of lack vocabularies can be solved by the students through looking at the dictionaries.

Cognitive strategy

There are two categories of the cognitive strategies in this study. They are bottom-up strategy and top-down strategy.

Table 5: Bottom-up strategy

No	Statement	Frequency
1	While listening, I will notice the questions with who, how, when, where and what in the content.	52.13%
2	While listening, I try to understand each word	43.62%
3	While listening, I repeat words or phrases softly or mentally	43.62%
4	While listening, I piece things together from the details	59.57%
5	I take notes of main points and keywords	63.83%

The data showed that "*I take notes of main points and keywords"* got the highest percentage (63.83%) of sixty participants for the "agree scale". The result is in line with what Chelli (2013) found that most of students used to take a note to help them remember about what the speaker said. Watthajarukiat, Chatupe, and Sukseemuang (2012) also found that when students were taking a note, it will make them remember and keep particular information longer.

Table 6: Top-down strategy

No.	Statement	Frequency
1	I listen for main ideas first and then details	68.09%
2	I predict or make hypotheses on text by titles	53.19%
3	I can guess the meaning based on the context	57.45%
4	I try to think in English instead of Indonesia	70.21%
5	I make guess about the topic based on what has already been said	69.15%

The data showed that "*I try to think in English instead of Indonesia"* got the highest percentage (70.21%) of sixty-six participants for the "agree scale". When the students learn English and think in English, it will be more effective ways to get the meaning from the topic (Jou, 2010).

Socio-affective strategy

There are two categories of socio-affective strategies in this study. They are social strategy and affective strategy.

Table 7: Social strategy

No	Statement	Frequency
1	If I do not understand what someone says in English, I ask them to repeat what they said	58.51%
2	After listening, I ask my classmates or teacher question I do not understand	62.77%
3	I hope teachers can teach me more skills to improve my listening comprehension	59.57%
4	I ask others for feedback on how to solve my listening problems	63.83%
5	I practice listening and speaking in English with my friends.	52.13%

The data showed that *"I ask others for feedback on how to solve my listening problems"* got the highest percentage (63.83%) of sixty participants for the "agree scale".

Table 8: Affective strategy

No	Statement	Frequency
1	While listening, I can keep calm and not be nervous	47.87%
2	I am confident in understanding the whole contents	47.87%
3	I encourage myself through positive-self talk	58.51%
4	I try to relax myself, breathe deeply, meditate, and clear my mind while listening.	67.02%
5	I try not to feel nervous as I listen to English	59.57%

The data showed that "*I try to relax myself, breathe deeply, meditate, and clear my mind while listening"* got the highest percentage (67.02%) of sixty-three participants for the "agree scale". It means that most of students needed calmness to make them concentrate on the while-listening process. It also helped them enjoy the listening, and get more focuses. Before they were in listening process, they had deep breathing contributing the students to feel relaxed and increase the students' self-confidence (Jou, 2010).

The differences between male and female using listening strategies

The following table describes the differences between male and female student teachers in using listening strategies

Table 9: The differences between male and female student teachers in using listening strategies

No	Strategy	Gender	Frequency
1	Metacognitive Strategy	Female	61.10%
		Male	58.78%
2	Cognitive Strategy	Female	58.89%
		Male	60.90%
3	Socio-affective Strategy	Female	58.61%
		Male	55.00%

The data showed that in terms of "*metacognitive strategy,"* 61.10% of female student teachers chose for the "agree scale" while 58.78% of male student teachers chose for the "agree scale." In terms of *cognitive strategy,"* the data indicated that 60.90% of male student teachers more frequently used the strategy while 58.89% of female student teachers used the strategy in listening. Female students more organized about what should they did such as they planned something before listening, monitored while-listening, and after listening process they evaluated about what they had done in listening and what they did after it. Male students chose cognitive strategy, where they used their knowledge spontaneously to cope the problems in listening without planning before listening. So, the conclusion is that there were different strategies used by female and male student teachers in listening comprehension.

CONCLUSION AND POLICY RECOMMENDATIONS

The aim of this study was to analyze the listening strategies that EFL undergraduate student teachers used in listening at one public university in Jambi. The results of this study showed that most of students used metacognitve strategies in listening comprehension. In addition, between male and female students, they were different strategies. Female students were most likely to use metacognitve strateges, followed by cognitive and socio-affective strategies while male students were most likely used cognitive strategy, followed by metacogntive strategy and socio-affective strategy.

Based on the findings of the research, the researchers suggest that in order to acquire an acceptable listening skill and to help students succeed in EFL listening, policymakers at faculty or program levels, they should provide students with sufficient facilities in terms of teaching materials. Also, they could cooperate with international agencies such as British Council or other government and non-government organizations to provide students with a native speaker to teach English. For lecturers or teachers, during the lectures, they should not let their students only sit, listen and think, but they should encourage their students prepare for the lectures, particularly before, while, and after the lectures. First, before the listening lectures, lecturers should provide their students with a list of texts or teaching materials that students should read in advance of the lecture. It will help their students familiarize with the information they will hear. Additionally, it also gives students the opportunity to learn difficult vocabulary that may be used during the lectures. For while-listening, lecturers should encourage students to do several things such as selecting what is significant or useful, listening for the main idea, predicting, drawing inferences, summarizing, listening for specific details, recognizing cognates, recognizing word-order patterns, and developing their own note-taking style. For after listening, lecturers could recommend their students to talk about the lectures with your classmates, to make a mind-map of the lecture content, or to write a few sentences summarizing the main ideas.

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From Senior High Schools To a Teacher Education Program: A Survey Study on Student Teachers' Motives to Become an English Teacher as a Career at One Public University in Jambi

Titin Rohayati, Herland Akbari Putra,
Sri Hidayati, and Amirul Mukminin
Jambi University

This study aimed to investigate student teachers' motives to enter teacher education study program to become an English teacher as a future career at one public university in Jambi. The participants were English student teachers at Faculty of Teacher Training and Education, Jambi University which aims to produce English Teachers. This study engaged total sampling 285 participants. This study used a quantitative design with a survey approach. There were various motives that influenced male and female student teachers to become an English teacher in which these motives were classified into three categories: Altruistic (8 reasons), Intrinsic (6 reasons), Extrinsic Motives (7 reasons). The result revealed an interesting finding in which extrinsic motives (It provides a good social status) were chosen as the highest motive that influenced male and female student teachers to become a future teacher. Then it was followed by altruistic motives (It has a socially worthwhile job) and intrinsic motives (It offers opportunities for my academic development). In this study, suggestions for future research, students, teacher education study program and university are also discussed.

Keywords: Altruistic, intrinsic, and extrinsic motives

INTRODUCTION

Teaching profession has been considered as a career choice by Indonesian people in the last few years. Teaching has become a favourite job that is much in demand, especially by young people. This can be seen from a number of senior high school graduates who have decided to enter the faculty of teacher training and education (FKIP) or the teacher education program. This phenomenon is very different from the previous years when the teacher education program or teacher profession was chosen as the last resort. In fact, today many people scramble to get into the teacher education program since the government offers an attractive reward through salary increases. This is in accordance with Goh and Atputhasamy's (2001) study that investigated whether the government's efforts to make teaching profession as an interesting career choice through giving better remuneration and career advancement prospects had become one of student teachers' motives. A number of reasons also have been revealed to clarify why people choose to become a teacher, whether their motives come from themselves or there are other reasons that make them choose teaching as a career.

Additionally, previous studies had also indicated student teachers' reasons for choosing teaching profession in different countries such as in England and Norway (Kyriacou, Hultgren & Stephens, 1999), Australia (Richardson & Watt, 2006), Singapore (Low, Lim, Ch'ng, & Goh, 2011), and Netherland (Bruinsma & Canrinus,

2012). Their studies found that the most student teachers' reasons for choosing teaching are 'love to work with young people', 'interest in teaching', and 'want to contribute to society'. Others mentioned that they wanted to become a teacher because 'there are long holidays', 'job security', and 'time for family'.

Since there are different motives that influence student teachers (e.g. males and females) in choosing teaching as a career, it is important for the government and policymakers to recruit and retain teachers in the profession. According to Wang & Fwu (2001), pre-service teachers' motives to enter the teacher profession have a close relationship with their commitment towards the job in the future. In this case, the study of student teachers' motives for becoming teaching as a career is important in order to make better recruitment and retention rates in the profession. However, much of the research on student teachers' motives is from other countries and schooling there differs in many significant respects from Indonesia, research on student teachers' motives to enter the teacher profession in Indonesia is still rare. The focus of this study is to document male and female student teachers' motives to enter the teacher profession in one public university in Jambi.

THEORETICAL FRAMEWORK: ALTRUISTIC, INTRINSIC, AND EXTRINSIC MOTIVES

Teaching has attracted different people for different motives. Choosing teaching as a career is different from choosing the other jobs. To become a teacher, people have some considerations in term of the aspects that relate to the job itself in which the considerations can be seen from their motives to become a teacher as a future career. According to Vroom (1964) and Hong & Waheed (2011), motive is an internal encouragement relied on the needs that derive a person to achieve something. It means that motives can influence people to decide what they should do to achieve their goals. In terms of teaching choice as a future career, there are various reasons stated by some researchers in which the reasons can be classified into three motives: altruistic, intrinsic, and extrinsic motives.

Altruistic motives refer to the reasons outside any noticeable benefits that the teaching profession has to offer (Moran et al., 2001; Low, Lim, Ch'ng, & Goh, 2011). In addition, such research (Brown, 1992; Kyriacou & Kobori, 1998; Chuene et al., 1999 as cited in Kyriacou, Hultgren & Stephens, 1999) indicated that altruistic motives were also known as social reasons in which the motives to become a teacher were close related to the reasons like 'seeing teaching as a socially worthwhile job', 'want to help children succeed', and 'want to help society improve'. In other words, Richardson and Watt (2006) defined altruistic reasons as social utility values that included four components: 'shape future of children', 'enhance social equity', 'make social contribution', and 'work with children'.

The next motives that encourage student teachers in choosing teaching as a career are intrinsic motives. In terms of intrinsic motives, it deals with the student teachers' motives to become a teacher because of the job itself (Brown, 1992; Kyriacou & Kobori, 1998; Chuene et al., 1999; Kyriacou & Coulthard, 2000). Additionally, the student teachers' motives for becoming teaching as a career have been claimed to be influenced by intrinsic reasons in which it is related to an individual's inner personal fulfillment (Manuel & Hughes, 2006). People who choose teaching profession as their future career because of these reasons, then it can be predicted that they may have a good commitment and responsibility in that profession. In other words, they see

teaching profession as a "calling" that begins from an individual's deep inside (Serow, 1994; Snyder, Doerr, & Pastor, 1995).

Other motives for entering into a teaching career except of altruistic and intrinsic motives are extrinsic motives which are not inherent in the work itself (Brown, 1992; Kyriacou & Kobori, 1998; Chuene et al., 1999; Kyriacou & Coulthard, 2000). Extrinsic reasons, such as 'no other choice' and 'salary', have been considered by some researchers to be student teachers' motives in choosing teaching as a career (Yong, 1995). Other extrinsic reasons have also included 'job security', 'social status', 'a steady income or salary', and 'time for family' (Kilinc & Mohiroglu, 2009; Saban, 2003; Sahin, 2010; Kilinc, Watt & Richardson, 2012). Although extrinsic motives are not determined as the main reason of student teachers in choosing teaching as a career, but it has showed that these reasons give big influence in teacher recruitment, retention, and their commitments to the profession. One of the common phenomenon is when teaching salary is falling, and then the numbers of new entrants are declining.

METHODS

In this study, a quantitative design with a survey approach had been used to investigate the goals or motives of male and female student teachers to become a teacher by choosing English education department at one public university in Jambi. According to Creswell (2012, p.13), "the quantitative method is an approach used to describe a research problem through analysing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions or previous research". In terms of data collection, the instrument used in this study was questionnaires that were constructed in the form of closed-ended questions.

In analysing the data, descriptive statistics were used to describe the data of the respondents' demographic background and how strong they agree with the listed reasons for being a teacher. According to Dornyei (2003), "descriptive statistics are used to summarize sets of numerical data in order to conserve time and space" (p.114). For this study, the researchers decided to use comparing group percentages for describing the results. Since one of the purposes of this study was to know whether males and females differed in their motives for becoming a teacher, concerning with their backgrounds. Then, to describe the result, the researchers would need to calculate the percentages of both male and female student teachers' motives.

FINDINGS

In this study, the findings were collected and analysed from the data of questionnaires that were distributed to all student teachers at English education study program. There were two data sets related to the findings of the study: The first was the data from demographic questionnaire and the second was the data from closed-ended questionnaire. But there was additional data of student teachers' motives in which it was related to demographic questionnaire and also closed-ended questionnaire. The following part will describe all of three findings of this study.

Biographical description of participants

In this part, the researchers reported the participants' background of the study including location of previous senior high schools, semester, gender, age, and their

parents' job. All of participants' data were important to improve the study and made it clear.

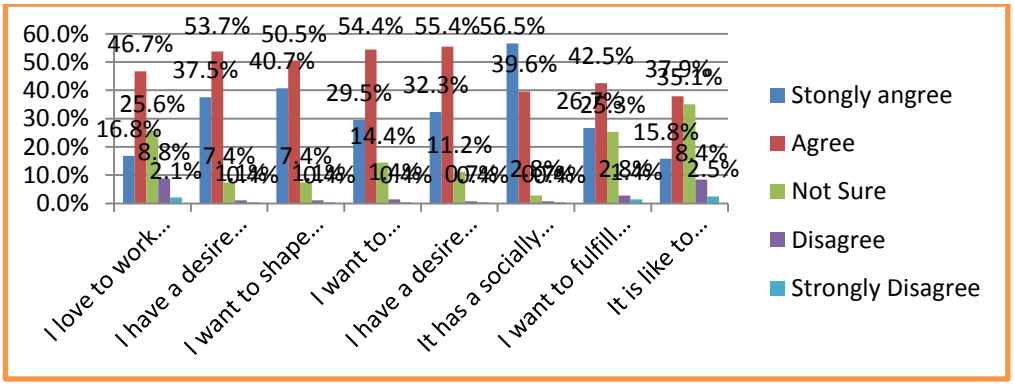
Table 1: Biographical description of participants

Location of previous senior high schools	**frequency**	**percentage (%)**
Jambi City	136	47.7
Others	149	52.3
semester	**frequency**	**percentage (%)**
2	78	27.4
4	48	16.8
6	76	26.7
8	83	29.1
gender	**frequency**	**percentage (%)**
Male	65	22.8
Female	220	77.2
age	**frequency**	**percentage (%)**
17	19	6.7
18	52	18.2
19	57	20
20	72	25.3
21	59	20.7
22	19	6.7
23	3	1.1
parents' job	**frequency**	**percentage (%)**
Teacher	41	14.4
Non-Teacher	244	85.6

Data of student teachers' motives in general

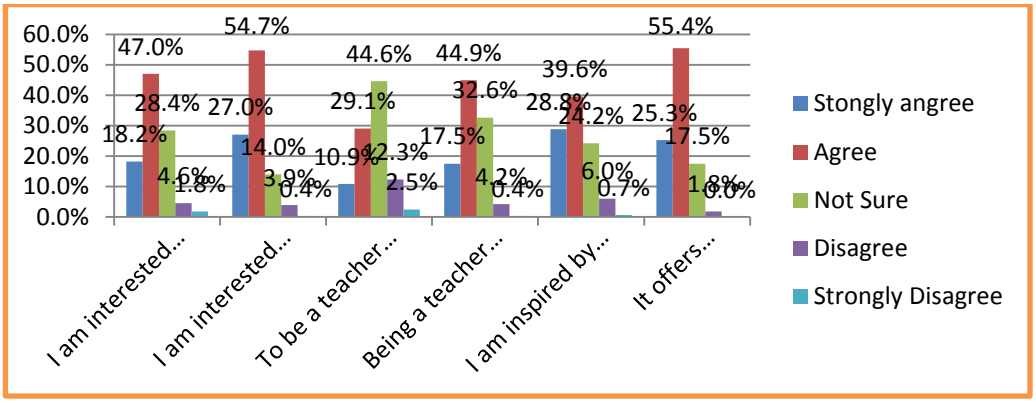
In this part, there were 21 items related to student teachers' motives for choosing teaching as a career that were classified into 3 categories: altruistic, intrinsic, and extrinsic motives. The following parts will describe the findings based on the category of motives.

Figure 1: Student teachers' motives: Altruistic motives



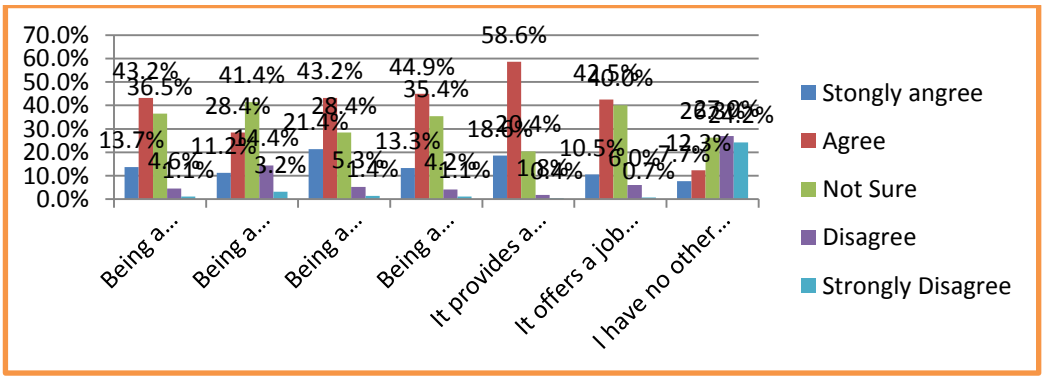
From the chart, it showed that the highest altruistic motives that encouraged male and female student teachers to become a teacher was '*It has a socially worthwhile job'* (56.5%). Then it was followed by '*I have a desire to contribute to society'* (55.4%). On the other hand, '*It is like to answer a calling'* (37.9%) reason was considered as the lowest motive that influenced them to become a teacher.

Figure 2: Student teachers' motives: Intrinsic motives



From the chart, it showed that the highest intrinsic motives that encouraged male and female student teachers to become a teacher was '*It offers opportunities for my academic development* (55.4%). Then it was followed by '*I am interested in teaching activity'* (54.7%). On the other hand, '*I am inspired by good teachers'* (39.6%) reason was considered as the lowest motive that influenced them to become a teacher.

Figure 3: Student teachers' motives: Extrinsic motives



From the chart, it showed that the highest extrinsic motives that encouraged male and female student teachers to become a teacher was '*It provides a good social status'* (58.6%). Then it was followed by '*Being a teacher as stepping stone'* (44.9%). On the other hand, '*I have no other choice'* (27.0%) reason was considered as the lowest motive that influenced them to become a teacher.

Data of student teachers' motives based on gender and parent's job

In this case, the researcher tried to explain student teachers' motives from close-ended questionnaire in which it was related to demographic background of participants. From 9 items in demographic background, the researcher just chose gender and parents' jobs to be identified more detail. Gender and parents' jobs were chosen because there

were assumptions that males and females have different motives to become a teacher and parents' job have big influence to student teachers' decisions. The following parts will describe student teachers' motives based on gender and parent's jobs.

Student teachers' motives based on gender

Table 2: Altruistic Motives

ALTRUISTIC MOTIVES	Stongly angree		Agree		Not Sure		Disagree		Strongly Disagree	
	F	M	F	M	F	M	F	M	F	M
I love to work with children	15,9 %	20,0 %	46,8 %	46,2 %	25,5 %	26,2 %	9,5 %	6,2 %	2,3 %	1,5 %
I have a desire to help children succeed	37,3 %	38,5 %	54,1 %	52,3 %	7,3%	7,7%	0,9 %	1,5 %	0,5 %	0,0 %
I want to shape future of children	40,5 %	41,5 %	51,8 %	46,2 %	6,4%	10,8 %	0,9 %	1,5 %	0,5 %	0,0 %
I want to enhance social equity	27,7 %	35,4 %	56,8 %	46,2 %	13,6 %	16,9 %	1,4 %	1,5 %	0,5 %	0,0 %
I have a desire to contribute to society	32,7 %	30,8 %	55,9 %	53,8 %	10,5 %	13,8 %	0,5 %	1,5 %	0,5 %	0,0 %
It has a socially worthwhile job	58,2 %	50,8 %	38,6 %	43,1 %	2,3%	4,6%	0,5 %	1,5 %	0,5 %	0,0 %
I want to fulfill a mission	26,8 %	26,2 %	43,6 %	38,5 %	22,7 %	33,8 %	3,6 %	0,0 %	1,4 %	1,5 %
It is like to answer a calling	15,9 %	15,4 %	39,1 %	33,8 %	33,6 %	40,0 %	8,6 %	7,7 %	2,3 %	3,1 %

From the table, it showed that male and female student teachers had different reasons that influenced them to become a teacher. The data stated that males were more influenced by '*I have a desire to contribute to society'* (53.8%) as the highest motive, while females were more influenced by *'It has a socially worthwhile job'* (58.2%). On the other hand, *'I want to fulfil a mission'* (38.5%) was considered as the lowest motive by male student teachers, while female student teacher chose *'It is like to answer a calling'* (39.1%) reason as the lowest motive that encouraged them to become a teacher.

Table 3: Intrinsic motives

INTRINSIC MOTIVES	Stongly angree		Agree		Not Sure		Disagree		Strongly Disagree	
	F	M	F	M	F	M	F	M	F	M
I am interested in teaching activity	19,5 %	13,8 %	48,6 %	41,5 %	25,9 %	36,9 %	4,1 %	6,2 %	1,8 %	1,5 %
I am interested in applying my subject	26,8 %	27,7 %	55,9 %	50,8 %	13,6 %	15,4 %	3,2 %	6,2 %	0,5 %	0,0 %
To be a teacher fits my personality	10,5 %	12,3 %	30,9 %	23,1 %	45,5 %	41,5 %	10,0 %	20,0 %	2,3 %	3,1 %
Being a teacher can lead on to other jobs in the future	16,8 %	20,0 %	44,5 %	46,2 %	33,2 %	30,8 %	4,5 %	3,1 %	0,5 %	0,0 %
I am inspired by good teachers (role models)	30,5 %	23,1 %	41,4 %	33,8 %	22,7 %	29,2 %	4,5 %	10,8 %	0,5 %	1,5 %
It offers opportunities	28,6 %	13,8 %	51,8 %	67,7 %	18,2 %	15,4 %	1,4 %	3,1 %	0,0 %	0,0 %

From the table, it showed that male and female student teachers had different reasons that influenced them to become a teacher. The data stated that males were more influenced by '*It offers opportunities for my academic development'* (67.7%) as the highest motive, while females were more influenced by *'I am interested in applying my subject'* (55.9%). On the other hand, both male and female student teachers had the same opinion in which *'I am inspired by good teachers (role models)'* (33.8% male, 41.4% female) was considered as the lowest reason that influenced them to become a teacher.

Table 4: Extrinsic motives

EXTRINSIC MOTIVES	Stongly angree		Agree		Not Sure		Disagree		Strongly Disagree	
	F	M	F	M	F	M	F	M	F	M
Being a teacher offers good salary/bette	14,1 %	12,3 %	43,2 %	43,1 %	35,0 %	41,5 %	5,9%	0,0%	0,5%	3,1%

r future										
Being a teacher offers long holidays	10,9 %	12,3 %	28,2 %	29,2 %	42,3 %	38,5 %	14,1 %	15,4 %	2,7%	4,6%
Being a teacher offers more time for family	21,8 %	20,0 %	43,6 %	41,5 %	27,7 %	30,8 %	5,9%	3,1%	0,5%	4,6%
Being a teacher as stepping stone for a future career	12,3 %	16,9 %	45,0 %	44,6 %	35,9 %	33,8 %	4,5%	3,1%	0,9%	1,5%
It provides a good social status	19,5 %	15,4 %	58,6 %	58,5 %	18,6 %	26,2 %	2,3%	0,0%	0,5%	0,0%
It offers a job security	10,9 %	9,2%	44,5 %	35,4 %	37,3 %	49,2 %	6,4%	4,6%	0,5%	1,5%
I have no other choice	8,6%	4,6%	12,3 %	12,3 %	24,5 %	32,3 %	27,7 %	24,6 %	23,6 %	26,2 %

Last, the data showed that both male and female student teachers had the same opinion in which *'It provides a good social status reason'* (58.5% male, 58.6% female) was considered as the highest extrinsic motive that encouraged them to become a teacher. Furthermore, they also stated that *'I have no other choice'* (32.5% male, 27.7% female) as the lowest reason that influenced them to be a future teacher.

Data of student teachers' motives based on parents' job

In this study, parents' jobs of participants were divided into two groups: teacher (T) and non teacher (NT) (soldier, entrepreneur, farmer, etc). These categories were made to find out the differences between student teachers' motives with different background of family, specifically their parents' jobs.

Table 5: Altruistic motives

ALTRUISTIC	**Strongly Agree**		**Agree**		**Not Sure**		**Disagree**		**Strongly Disagree**	
	T	NT	T	NT	T	NT	T	NT	T	N T
I love to work with children	9.8 %	18.0 %	63.4 %	43.9 %	22.0 %	26.2 %	4.9 %	9.4 %	-	2.5 %
I have desire to help children succeed	36.6 %	37.7 %	53.7 %	53.7 %	7.3%	7.4%	2.4 %	0.8 %	-	0.4 %

I want to shape future of children	34.1 %	41.4 %	61.0 %	49.2 %	2.4%	8.2%	2.4 %	0.8 %	-	0.4 %
I want to enhance social equity	26.8 %	30.3 %	53.7 %	54.1 %	17.1 %	13.9 %	2.4 %	1.2 %	-	0.4 %
I have a desire to contribute to society	34.1 %	32.0 %	58.5 %	54.9 %	7.3%	11.9 %	-	0.8 %	-	0.4 %
It has a socially worthwhile job	53.7 %	57.0 %	46.3 %	38.5 %	-	3.3%	-	0.8 %	-	0.4 %
I want to fulfill a mission	36.6 %	25.0 %	39.0 %	43.0 %	22.0 %	25.8 %	-	3.3 %	-	1.6 %
It is like to answer a calling	7.3 %	17.2 %	39.0 %	37.7 %	43.9 %	33.6 %	4.9 %	9.0 %	4.9 %	2.0 %

From the table, the data showed that student teachers who their parents were teacher (T) considered *'I love to work with children'* (63.4%) as the highest motive that encouraged them to become a teacher. On the other hand, in the non-teacher group or student teachers who their parents were non-teacher (NT) considered *'It has a socially worthwhile job'* (57.0%) as the highest motive that influenced them to become a teacher.

Table 6: Intrinsic motives

INTRINSIC	**Strongly Agree**		**Agree**		**Not Sure**		**Disagree**		**Strongly Disagree**	
	T	NT	T	NT	T	NT	T	NT	T	NT
I am interested in teaching activity	9.8%	19.7 %	56.1 %	45.5 %	24.4 %	29.1 %	7.3 %	4.1%	2.4 %	1.6 %
I am interested in applying my subject	17.1 %	28.7 %	53.7 %	54.9 %	24.4 %	12.3 %	2.4 %	4.1%	2.4 %	-
To be a teacher fits my personality	9.8%	11.1 %	24.4 %	29.9 %	51.2 %	43.4 %	9.8 %	12.7 %	4.9 %	2.0 %
Being a teacher can lead on to other jobs in the future	17.1 %	18.0 %	36.6 %	45.9 %	46.3 %	30.3 %	-	4.9%	-	0.4 %
I am inspired by good teachers (role	29.3 %	29.1 %	34.1 %	40.6 %	34.1 %	22.1 %	2.4 %	6.6%	-	0.8 %

models)										
It offers opportunities for my academic development	22.0 %	25.8 %	58.5 %	54.9 %	19.5 %	17.2 %	-	2.0%	-	-

From the table, the data showed that both student teachers who their parents were teacher (T) student teachers who their parents were non teacher (NT) had the same opinion in term of intrinsic motives. *'It offers opportunities for my academic development'* (58.5% T, 54.9% NT) was considered as the highest intrinsic motive that influenced and encouraged them to become a teacher.

Table 7: Extrinsic motives

EXTRINSIC	**Strongly Agree**		**Agree**		**Not Sure**		**Disagree**		**Strongly Disagree**	
	T	NT	T	NT	T	NT	T	NT	T	NT
Being a teacher offers good salary/better future	14.6 %	13.5 %	51.2 %	41.8 %	29.3 %	37.7 %	2.4 %	4.9 %	-	1.2 %
Being a teacher offers long holidays	24.4 %	9.0 %	26.8 %	28.7 %	29.3 %	43.0 %	14.6 %	14.8 %	2.4 %	3.3 %
Being a teacher offers more time for family	22.0 %	21.3 %	43.9 %	43.0 %	26.8 %	28.7 %	4.9 %	5.3 %	-	1.6 %
Being a teacher as stepping stone for a future career	9.8 %	13.9 %	56.1 %	43.0 %	31.7 %	36.1 %	-	4.9 %	-	1.2 %
It provides a good social status	12.2 %	19.7 %	70.7 %	56.6 %	14.6 %	21.3 %	2.4 %	1.6 %	-	0.4 %
It offers a job security	12.2 %	10.2 %	51.2 %	41.0 %	34.1 %	41.0 %	2.4 %	6.6 %	-	0.8 %
I have no other choice	12.2 %	7.0 %	22.0 %	10.7 %	14.6 %	28.3 %	22.0 %	27.9 %	22.0 %	24. 6%

From the table, the data showed that both student teachers who their parents were teacher (T) student teachers who their parents were non teacher (NT) had the same opinion in term of extrinsic motives. *'It provides a good social status'* (70.7% T, 56.6% NT) was considered as the highest intrinsic motive that influenced and encouraged them to become a teacher.

DISCUSSION

The following part will discuss the findings of student teachers' motives under altruistic, intrinsic, and extrinsic motives generally based on the questionnaire; and student teachers' motives specifically related to demographic background of participants (gender and parents' job). In term of student teachers' motives, the data showed an interesting finding (surprising result). The findings of this study stated that extrinsic motives (It provides a good social status – 58.6%) were chosen as the highest factor that influenced and encouraged male and female student teachers to become a teacher as a career. Then it was followed by altruistic motives (It has a socially worthwhile job – 56.5%) and intrinsic motives (It offers opportunities for my academic development – 55.4%). The findings of this study were quite different with the previous studies in which altruistic motives were chosen as the highest factor that influenced and encouraged the participants to become a teacher (King, 1993; Snyder, Doerr, & Pastor, 1995; Johnston, Mceown, Mcewen, 1999, Schuts, Crowder, & White, 2001; Hobson et al., 2004; Pop & Tunner, 2009; Manuel & Hughes, 2006; Kilinc, Richardson, & Watt, 2012; Lin, Shi, Wang, Zhang, & Hui, 2012).

In term of gender differences, the findings were quite different with the previous studies in which it was found that 129 (58,6%) female student teachers chose "Agree" to become a teacher because *It provides a good social status* (extrinsic motives) as the highest motive to become a teacher. Then it was followed by 128 (58,2%) female student teachers chose "Strongly Agree" to become a teacher because *It has a socially worthwhile job* (altruistic motive). Whereas, there was an interesting finding in which *Being a teacher offers more time for family* reason was just considered by 96 (43,6%) female student teachers. From the study, the data stated that the findings of this study were different with the previous studies in which most of females chose to become a teacher because teaching hours fit with the responsibilities of having family and part-time teaching could allow more family time (Bruinsma & Canrinus, 2012; Kilinc, Watt, & Richardson, 2012).

On the other hand, the study found that 44 (67,7%) male student teachers chose "Agree" to become a teacher because *It offers opportunities for my academic development* (intrinsic motive) as the highest motive to become a teacher. Then it was followed by 38 (58,5%) male student teachers chose "Agree" to become a teacher because *It provides a good social status* (extrinsic motive). Whereas, *"Being a teacher offers good salary/better future"* reason was just considered by 28 (43.1%) student teachers. More, this study found different reasons of student teachers especially male in which they did not place financial incentives as the first reason to become a teacher. These findings were not in line with the previous studies in which males chose to become a teacher because extrinsic motives like salary and social status (Richardson & Watt, 2006; Low, Lim, Ch'ng, & Goh, 2011). In brief, student teachers' motives are not always the same as the previous studies. There are many reasons that influence them to become a teacher along with the times. For example, today females are not always at home, they try to explore their ability out of home (career women). On the other hand, males are not always related to financial incentives when they consider finding out a job. Sometimes, they do it because they have other reasons.

Furthermore, the findings showed that there were some differences between student teachers' reasons who their parents' job were a teacher (1^{st} group) and non teacher (2^{nd} group). In this study, it was found that 29 (70,7%) participants from 1^{st} group stated *It provides a good social status* (extrinsic motive) as the highest reason.

Then it was followed by 26 (63,4%) participants chose *I love to work with children* (altruistic motive), and 25 (61,0%) participants chose *I want to shape future of children* (altruistic motive). The findings of this study showed that participants perceived teaching profession as a good status. It might be caused they saw their parents as a teacher. In this case, the findings were quite different with the previous studies in which the participants did not mention their parents as their inspiration to become a teacher. On the other hand, in the 2nd group, 139 (57,0%) participants chose *It has a socially worthwhile job* (altruistic motive) as their main reason to become a teacher. Then it was followed by 138 (56,6%) participants chose *It provides a good social status (*extrinsic motives). Their reasons might be influenced by family background of participants, especially parents' job. The previous study conducted by Richardson and Watt (2006) stated that a greater concentration of student teacher came from the lower parent income. Although in the second group the parents' job of participants were non teacher, it did not mean that their parents had a lower income. In brief, parents' jobs gave a big contribution to student teachers' decisions for becoming a future teacher.

Overall, it can be said that almost of student teachers chose to become a future teacher not from themselves, but because other reasons out of teaching activity. The government and education practitioners have to consider the effects that may happen in the future. As we know that student teachers' motives to become a teacher can give influence to their commitment in the future. Student teachers who place altruistic or intrinsic reasons as their main motives can be said that they are interested in teaching profession and they may have a good commitment for their career in teaching in the future (Serow, 1994 as cited in Snyder, Doerr, & Pastor, 1995). But student teachers who place extrinsic reasons as their main motives may struggle to stay in the teaching profession because actually they are not interested in teaching rather they choose to become a teacher because the reasons out of teaching itself like salary, social status and others (Yong, 1995). In brief, student teachers' motives have big contribution to the development of teaching profession in the future.

CONCLUSION

The aim of this study was to analyze the student teachers' motives to become an English teacher as a career at one public university in Jambi. Based on the findings in the demographic survey, it was known that most of student teachers who chose to become a teacher came from out of Jambi city, female and most of their parents' job were a non teacher. In term of student teachers' motives, it was found that the highest motives chosen by students were (1) Extrinsic Motives: *It provides a good social status* (58,6%), followed by (2) Altruistic Motives: *It has a socially worthwhile job* (56,5%), and (3) Intrinsic Motives: *It offers opportunities for my academic development* (55.4%).

Based on the findings of the study, the researchers suggested to student teachers to pay attention to what reasons they chose to become a teacher. Their reasons were very important to make them stay on the teaching profession. Beside that, the researcher also suggested to education practitioner or lecturer to give motivations to students teachers to become a good teacher in the future. The students needed to be motivated in term of their motives to become a teacher as future career. Because .student teachers' commitments to be a teacher depend on their motives when deciding to enter teacher education study program. On the other hand, the government should consider and give more attention to student teachers as teacher generations in the future, and also to

teaching profession itself. Finally, this study was useful to the further research to do this kind of research for better education, especially teaching profession.

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Comics in the EFL Classroom: The Use of English Comics and Students' Speaking Skills at One Islamic Junior High School in Jambi City

Husnul Fatiyah
husnulfatiyah@gmail.com
Jambi University

The purpose of this action research was to find out whether the use of English comics as a teaching medium can help to improve students' speaking skills at One Islamic Junior High School in Jambi City. The sample of this study was 32 students of one EFL classroom, consisting of 13 males and 19 females. Three cycles were applied in this study. During the process of teaching and learning, the data were collected through observation checklists, tests, and questionnaire. All the data of observation checklists, tests, and questionnaire were analyzed to find out whether the use of English comics as a teaching medium can help to improve students' speaking skills. Generally, the findings of the action research indicated that that the use of English comic positively contributed to students' speaking and made the students more active, spontaneous and relaxed in using English in the class. Suggestions for future research and teaching practices are discussed

Key words: English comics, media, students' speaking skill

INTRODUCTION

In the era of globalization, English is an important means of communication, which is used by many countries in this world. It plays an important role as an international language. English is used by most people all over the world, taught and learnt in many countries all over the world either as a second language or a foreign language. In Indonesia, English is one of the main subjects in secondary schools and it is one of the obligated subjects, so every student has to study this subject.

In learning English, there are four kinds of skills: listening, speaking, reading, and writing. Speaking is one of the four language skills. Speaking means the ability to say something or ideas and feeling orally. Speaking is very crucial because one of the main purposes of language learning is to enable the students to communicate orally in the target language. This purpose will only be fulfilled completely if the students are trained with the activity which is able to invite them to speak.

Based on the premilinary study at one Islamic junior high school in Jambi City, the teacher taught the students conventionally. They let the students only memorize the vocabulary from the book, instead of using it. Then, the teacher asked the students to write down the words without asking the students to use it in the communication, yet some of the students do not know the function of this language exercise. It makes some of them were not active in expressing their thoughts, opinions and ideas through speaking English. There were less than a half of students who had well enough speaking skill. It was indicated when they were asked by teachers to speak in front of the class, another students would bargain the command or directly refused it, and even some students did not give a response to the material.

For the reason above, variations in teaching speaking are needed. The variation should be more creative and interactive. So, the researcher thinks that the students need interesting media. According to Gearlach and Ely (1980), media are human, material or the action to build a condition where the students can get more knowledge, skill or attitude. There are three kinds of media namely audio, visual, and audio visual. One of the most commonly used is visual media. The students tend to love visual instruments in which they can directly see and think and comic is one of interesting visual media.

Comics are instruments which can help students to speak. Comics are an art from using a series of statistic images in fixed sequence. Using English comics are a means for teaching speaking can be very pleasing and interesting for the students. By using English comics students will be more interested and more active in learning. They will feel something new and different than usually in learning speaking. I expected that by using English comics, they would be active as participants and they have more a chance to express their minds, emotions, feeling and attitudes and of course to increase their English score.

THEORETICAL FRAMEWORK

Teaching speaking is the activity where the teachers lead their students to improve their ability in expressing emotions, ideas or feelings orally, help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations and help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. According to Burnkart (1998), the goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

According to Gearlach and Ely (1980) a medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes. Media play an important role in a teaching and learning process. Media are needed to reach the objectives of teaching-learning process. As a teacher, we should use various media or teaching aids in giving the material to the students as stated by Harmer (2011) that a language teacher should use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity. Educational media are supporting materials that can motivate students and can effectively explain and illustrate subject content. His concern is on the use of materials in order to make students motivated to learn something and to make clear the content of a subject. Therefore, media education in the modern world can be described as the process of the development of personality with the help of and on the material of media, aimed at the shaping of culture of interaction with media, the development of creative, communicative skills, critical thinking, perception, interpretation, analysis and evaluation of media texts, teaching different forms of self-expression using media technology.

According to Cloud (1993) in his book Understanding Comics, comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. By this definition, single panel illustrations are not comics, but are instead cartoons. In relation to the education, from the early 40’s many educators in USA such as Sones (1944) and others

conducted a series of studies on using comic books in education, providing data for its usefulness.

Strengths of comics in education according to Yang (2003), can be described as follows: Motivating. The use comic as a medium the teacher can give motivation to the students to learn English in more enjoyable and interesting ways. Students, especially young learners, like to read comics. If they are given options to study or read comics, they will choose to read comics. So, with the use of comics as a medium in teaching English, the students do not realize that they are learning English Sones (1944) theorized that pictures told any story more effectively than words. Visual Comics, Visual learners benefit from visual media.

Popular, Comic is a popular reading for children. If we ask the students, whether they have read comic or not, most of them would say, "yes." It is very popular because comic has interesting story and full of colors. That is why the children like it. By comics, students can learn about culture. Teachers can introduce popular culture into their classroom easily and effectively through comics. By incorporating popular culture into curriculum teachers can bridge the separation many students feel, between their lives in and out of school.

According to Versaci (2001), through comic books, teacher can lead their students in a study of contemporary lifestyles, myths, and values. Development of thinking skills, Analytical and critical thinking skills can be developed through comics. Through students can answering of deeper questions about the combination of visual and textual force students to get familiarized with these two means of expression, uncovering the deeper meaning of a work and offering a profound insight.

The wide spread of comic has interested me to use it as a medium for teaching. A teacher may use the potential of comic in motivating the students. The main role of comic book in teaching is its strength in motivating the students' interest. It is better to combine the use of comic with a particular method of teaching. So, the use of comic as a medium of teaching will be more effective. A teacher should help the students to find a good and enjoyable comic which is appropriate to the way the students think and the students' age. Also, a teacher should help them get broader information and knowledge from the comic.

METHODS

This research used a classroom action research (CAR). According to Carr & Kemmis (1986), action research is a form of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of their own social or educational practices justice, their understanding of these practices, and the situations in which practices are carried out.

The research was taking a place at One Islamic Junior High School in Jambi City. The sample of this study was 32 students of one EFL classroom, consisting of 13 males and 19 females. Furthermore, I conducted the action in cyclical process; with English teacher as a collaborator, observer, and partner in examining all situations during research to solving the problems in teaching English in order to improve the students speaking.

During the process of teaching and learning, the data were collected through observation checklists, tests, and questionnaire. All the data of observation checklists, tests, and questionnaire were analyzed to find out whether the use of English comics as a teaching medium can help to improve students' speaking skills. There were two kinds

of data to be collected: Quantitative and qualitative data. As it may be of importance to collect and analyze data using more than one technique (Wallace. 1998). Quantitative data was in the form of numbers of scores taken from test. These are main data to determine the criteria of success. Meanwhile, qualitative data was descriptive data about the teaching-learning process of speaking score. Analysis of qualitative data (observation) was display and concluding or verification. During the process of teaching and learning, the data were collected through observation checklists, tests, and questionnaire. All the data of observation checklists, tests, and questionnaire were analyzed to find out whether the use of English comics as a teaching medium can help to improve students' speaking skills

FINDINGS AND DISCUSSION

Cycles one

I gave the lesson material by displaying English comic with the title "Super ABC". Researcher asked students' opinion related to that comic and explained about the definition, kinds, and the generic structure of narrative texts. Students read the English comic together with me and I then displayed the comic in the projector and asked students to write the story with their chair mate.

In the core activity, I asked the students preparation to retell the story with their own group and the teacher called one by one group to retelling the story based on English comics that was given and at each end of students' group performance the teacher commented to the group and gave input to the group has not appear. Before, the class ended, the teacher gave questionnaire to students to get students response on using media. The questionnaire consists of ten items and was given on April 16th 2013 at the end of cycle 1.

The finding showed that students looked interested in using English comic as a medium in learning, they looked enjoying the lesson. They could give simple respond of the question about the story in the comic. The finding on the student's participation and level of student's activity were based on data obtained from the observation checklist during the use of English comics. In terms of student's participation, 83.33% of them were active in learning, meaning that the students were very enthusiastic with the new method used.

Cycle two

I divided the students into 9 groups then displayed three English comics of recount story with the same title about "Thailand Floods" through LCD projector. I asked each group to read the comic, then asked student about the story and difficult vocabulary and gave more explanations about the words and the details of story. Students' groups were asked to write the story according to their opinion and each group performance to retelling the story. The next groups had to give one question to the performer.

After analyzing and observing the development of the students at each meeting and based on the score speaking students could be seen that there was an improvement. At the second cycle the students began to show a further increase of its activity in cycle one. In the first cycle, still many students were confused to use English fluently retelling story, so in this second cycle, almost of students could retell the story fluently. Just some students still had difficulties to come in front of the class and they were confused

to arrange the sentences when they retold the story. Based on the above analysis, although the purpose of teaching and learning process had been achieved; therefore I still wanted to do the next cycle.

Cycle three

I explained about spoof texts by using English comics then asked some students to retelling that comic in front of the class as their exercise. Students were divided into 8 groups, 4 students for each group. The teachers asked students to make an English comic with their group about narrative, recount, or spoof. Students had individual performance in front of the class to retell the comic that they made with the group at next meeting. I gave a reward for the best score and the best comic. At the end of the class, I asked the students about their personal experience, and most of the students could speak well without preparation by using simple words. The students were braver and more confident to speak up. They competed to be volunteers when I asked them to speak up or answer the questions. The results implied that the students got more significant progress in teaching speaking using English comics. They were braver, easier to understand, easier to memorize, easier to retelling fluently in front of the class, full of concentration and confident.

CONCLUSIONS

The purpose of the research was to find out whether the use of English comic as teaching medium can help to improve student's speaking skill at one Islamic junior high school. This research was recorded some data about the use of English comics as medium to improve the students' speaking skill. The research was carried out from April to May 2013. There were three cycles in this action research. The reason for choosing English comics are because English comic employ a form of visual language that is almost universally understood, use simple word and sentences, colorful picture, their ability to motivate students, and the most important is all of the students like comic. The use English comics as media could motivate and interest the students and materials of comics helped to improve students' speaking skill at one of Islamic junior high school in Jambi city.

The findings showed that the student's speaking can be improved by using English comics because it makes easy to understand, to retell a story with simple words, more enthusiastic in teaching learning English. I concluded that the use of English comic in learning speaking as a medium in teaching speaking had a positive impact on the students and teaching learning process.

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Teaching writing skill in an EFL Classroom: Writing descriptive texts and the MILCARQ technique at one public senior high school in Jambi

Yolanda Vetika Wina, and Vovi Kurnia Susanti
yolandavetikawyna@gmail.com

Jambi University

The purpose of this classroom action research was to investigate the use of the MILCARQ technique in teaching EFL writing descriptive texts for senior high school students at one public senior high school in Merangin, Jambi. The participants of this study were 34 students of one classroom. Observation and tests were used to collect the data. The findings of this study indicated that in the first cycle, 38, 23% of participants obtained scores of between 70-100 and after the second cycle, 82, 25% of participants obtained scores of between 70-100. The results of the observation also indicated that students were more enthusiastic and curious in learning to write a descriptive text. The findings of this study provide information that EFL teachers in Indonesia should have more techniques in teaching language skills, particularly writing as the most difficult skill.

Key world: *EFL writing ability, MILCARQ technique, descriptive text*

INTRODUCTION

Language is the important part in human's life since it is used both to communicate and to interact with other people. They also use it not only in spoken but also in written form, particularly in writing something or a certain text. In the statements of William (2003), Part of this interaction is related to learning is writing since it can be used in a general way to enhance knowledge. In learning English, there are four skills that must be mastered by students, there are: listening, speaking, reading, and writing. Each skill is connected each other that's why students must be able to integrate the skill to another skill. One of main skills that must be early mastered is writing because writing skill helps the students gain something new accurately therefore, students should master writing to be successful in their study.

Writing is not easy for students. Teacher should create an interesting classroom by designing or applying several appropriate learning methods. Teacher must have a good type of material to teach writing in order to create creative and critical students.
Syllabus is as the elaboration of standard competence and basic competence which is used as guidelines in learning certain skills or subjects. In the syllabus particularly in writing, first, it states that the students are expected to have a good grammar, enough vocabulary, correct punctuation and correct spelling. Next, they are expected to write main idea, to elaborate the main idea and to revise and to edit the text. The last, they are expected to be able to produce or to be able to write functional text. On the other hand, the students especially in Indonesia have not mastered competent indicator in syllabus yet. There are some problems occurring in writing skill. especially in writing certain texts in English . The students do not have good grammar, enough vocabulary, correct

punctuation usage and correct spelling so those making the students are not able to reach the purpose of the syllabus stated in standard competence and basic competence. As a good teacher should be able to know where the problem is and find ways to solve the problems. Besides that, there still have some problems else that the students faced in learning English for instance, the process of teaching and learning activities are less lively, less varied in the activities.

The techniques that teacher use make the low motivated the students being interested in three phrase techniques, especially when they learn descriptive text. Encourage the lazy students to study it because they are not active and creative to answer the teacher questions so that it makes the process of teaching and learning not conducive.

There are many techniques in teaching English that can be applied in teaching and learning process in the classroom. The teacher can select one which is compatible with the condition of the students' need and the situation of the classroom must be enjoyable and comfortable in the classroom while studying. Each student's ability to absorb the materials is not the same as other students that's why the teacher must creative to handle the classroom. In addition, teacher needs techniques to solve problems in the learning process in order to follow the students' enthusiasm in learning process especially in this case how to write a good text.

The involvement and the importance of predicting information in writing descriptive text have been conducted by researchers (Halim, 2011; Hena, 2009).

In general, the goal of this study was to investigate the ability of one public senior school students in Merangin, Jambi in order to know their improvement in writing descriptive text by applying the MILCARQ technique.

THEORETICAL FRAMEWORK

Civer (2005) stated that Teachers could use writing to improve content learning so the students would be able to develop their abilities to the experiences they had had before. It means that writing skill is expected to be chosen by teachers to improve students' skills in English. Many students find that they have very limited time to prepare for their course since writing is only one of several skills they need to master. In the words of Bailey (2009), writing is a flexible course that allows students to work either with a teacher or by themselves since practicing those areas is the most important for their study.

Writing must match with the purpose, function or context that best expresses the writer's intent because the students have to firstly recognize with the natural environment and their mind before they go through the writing. It is a means of communication, so it is essential that students are interested in what they are writing. Descriptive text is often used to describe particular things or person in detail. A good descriptive text must provide the reader with an accurate mental picture of the topic of the paragraph whether it is a person, a place or an object. In the statements of Zobel (2011), a descriptive paragraph contained sentences that were anchored each other to present a single, clear picture of a person, a place, a thing, an event, or an idea. On the other hand, descriptive texts provided a comprehensive background to any essential elements of one's subject writing.

Furthermore, Purslow (2008) stated that Descriptive text was a group of sentences that described a noun. A noun was a person, place, or a thing. A Descriptive

text might be a short story, or might be part of a longer piece of writing, such as a long story.

MILCARQ technique is the seventh components of the current strategy in contextual teaching learning. This strategy connects the lessons with real world contexts faced by students in their daily lives such as family, community, environment, and others. so that the students are able to connect the knowledge he/ she has with the life he or she faces. The technique is a learning system that makes the student being able to capture the lessons if they are able to grasp the meaning of the learning materials they receive, or they capture the meaning in school work if they can relate the new information to the knowledge and experience they have had before. In the words of Johnson (2009), component of MILCARQ technique is an educational process that aims to help students see the meaning in the learning materials they have learned by plugging in the context of their daily lives such as the context of the personal, social and cultural. This is what will motivate students to connect the subjects that they receive with the knowledge they have already had.

METHOD

In this research, the researcher used class action research (CAR) since the research was conducted about the problems faced by student in the classroom. Class action research is a cyclical activity a minimum of two cycles. Class action research is conducted in order to increase the quality of classroom teaching practice. According to Carr and Kemmis (2010), each cycle consisted of planning, action, observation and reflection. The working procedure outline could be explained by the general description of the action research. Meanwhile, Gay (1997) Stated that in action research, the teacher identifying the research topic had to be related to his practice. The teacher both collected information, investigated the topic, interpreted and judged the research result in terms of its meaning for his or her practice. In addition, the teacher is the center of action research.

In this study, I did some steps; first, I observed the class continuously to see how MILCARQ was applied in the class in order to see whether MILCARQ had an influence on writing descriptive text. This strategy was applied in two cycles which had four stages namely: planning, acting, observation and reflection. In each cycle consisted of two meetings, and two posts test in each cycle in this research. Before I practiced MILCARQ technique in classroom activities, I applied pre-test to the students in order to have data and to know how far the students' ability especially in writing skill.

FINDINGS

By applying MILCARQ technique, I found some findings as below:

Table 1: The result of students score in pre-test

Number of Students Tenth grade class G	Score 70 – 100 (based on KKM)	Percentages (100%)	Score 69 – 0 (based on KKM)	Percentages (100%)
34 Students	7 Students	23,80%	27 Students	76,20%
Average		5,50		

Based on the table, it indicated that the result of students' score in pre-test before teaching descriptive text by using MILCARQ technique showed 7 students (23, 80%) got score 70-100. It meant that they reached *KKM*. Meanwhile, 27 students (76, 20%) got score 69-0 . it meant that they didn't reach *KKM*

Table 02: Distribution frequency score of students in pre-test

No	Score	F	Percentage (100%)
1.	75	1	2,94%
2.	70	6	17,64%
3.	65	1	2,94%
4.	60	7	20,58%
5.	55	8	23,52%
6.	50	5	14,70%
7.	45	1	2.94%
8.	40	2	5,88%
9.	30	1	2,94%
10.	20	2	5,88%
		F=34	P=100%

Based on the table, it indicated that the result of pre test before applying descriptive text by using MILCARQ technique on the first meeting, the students' score cannot reach ***KKM***. It showed that 12 (5, 88%) students got score 20; 2 (5,88%) students got score 30; 1 (2,94%) students got score 40; 2 (5,88%) students got score 45; 5 (14,70%) students got score 50; 8 (23,52%) students got score 55; 7 (20,58%) students got score 60; 1 (2,94%) students got score 65; 6 (17, 64%) students got score 70; 1 (2, 94%) student got score 75. It meant that only a few students could pass ***KKM***

Table 3:The result of students' score in post-test one

Number of Students Tenth grade class	Score 70 – 100 (based on KKM)	Percentages (100%)	Score 69 – 0 (based on KKM)	Percentages (100%)
34 Students	13 Students	38,23%	21 Students	61,78%
Average		6,75		

Based on the table, it indicated that the result of students score in post-test one showed that the students still getting bad scores. Those score still didn't reach the ***KKM***. It showed 13 students (38, 23%) getting score ranging from 70-100 passed ***KKM***. 21 students (61, 78%) getting score ranging from 69-0 . The students' scores didn't reach ***KKM***

Table 4:Distribution frequency score of students in post test one

No	Score	F	Percentage (100%)
1.	75	5	16,12%
2.	70	7	22,58%

3.	65	2	6,45%
4.	60	5	16,12%
5.	55	2	6,45%
6.	50	1	3,22%
7.	45	1	3,22%
8.	40	2	6,45%
9.	30	1	3,22%
10.	25	1	3,22%
11.	20	1	3,22%
12.	13	2	6,45%
13.	5	1	3,22%
		F=32	P=100%

Table 5: Observation of student activities first cycle

Aspect Students Activities with MILCARQ Technique								
Percentage (100) of Students doing Application								
Aspect 1	Aspect 2	Aspect 3	Aspect 4					Aspect 5
			A	B	C	D	E	
54%	54%	22%	48 %	37 %	100 %	40 %	48 %	57%

It showed that first, there were 54% students responding the teacher's explanation. Second, there were 54% students focusing on the teacher's explanation material. Third, there were 22% students asking to the teacher about the material. Fourth, the students did the exercises about writing descriptive text by using MILCARQ technique and they could apply component of MILCARQ (modeling, inquiry, learning community, constructivism, authentic assessment, reflection, question) technique in the learning process.

The students constructed their understanding about descriptive text after getting an example. there were 48% students being able to applying the technique in process of writing descriptive text. There were 37% students being able to inquire the new example about descriptive text. There were 100% students being able to do the exercise into group. There were 40% students repeating about descriptive text with their own knowledge from teacher's explanation. There were 48% students exchanging their experiences and finding information from other partner or another group about the problem in exercise about descriptive text. Finally, there were 57% students' being enthusiastic in learning about descriptive text. The result of observation showed that some of students have positive attitude during the process of teaching and learning how to write descriptive text by using MILCARQ technique.

Table 6:Observation of teacher activities first cycle

Aspect of the Research Activities
The researcher doing Application

Aspect 1	Aspect 2	Aspect 3					Aspect 4	Aspect 5	Aspect 6	Aspect 7
		A	B	C	D	E				
-		✓	✓	✓	✓	✓	-	✓	✓	✓

Table 7: The students score in post test two

Number of Students Tenth grade class G	Score 70 – 100 (based on KKM)	Percentages (100%)	Score 69 – 0 (based on KKM)	Percentages (100%)
34 Students	28 Students	82,35%%	6 Students	17,64%%
Average		7,30		

Based on the table, it indicated that the result of students' score in post-test two, in writing Descriptive text by using MILCARQ technique had an increase. The students got by passing ***KKM.*** 29 students (82, 35%) got score 70-100 flying over the ***KKM***. Only 6 students (17, 64%) getting score 69-0 did not reach the ***KKM***

Table 8: Distribution frequency score of students in second cycle

No	**Score**	**F**	**Percentage (100)**
1.	85	1	2,94%
2.	80	6	17,64%
3.	75	6	17,64%
4.	70	15	44,11%
5.	65	1	2,94%
6.	60	1	2,94%
7.	55	1	2,94%
8.	50	2	5,88%
9.	12	1	2,94%
		F=34	P=100

Based on the table above, it indicated that there was an increase in the second meeting. 28 students got very good score in writing descriptive text by applying MILCARQ technique. 1 (3, 94%) students got score 85; 6 (17, 64%) students got score 80; 6 (17,645) students got score 75, and 15 (44,11%) students got score 70, but 6 students still got low score and did not pass the ***KKM*** in the post test two: 1 (3,94%)

students got score 65; 1 (2,94%) students got score 60; 2 (5,88%) got score 55; 1 (2,94%) students got score 50, and 1 (2, 94%) students got score 12.

Table 9: Observation of student activities second cycle

Aspect Students Activities with MILCARQ Technique								
Percentage (100) of Students doing Application								
Aspect 1	Aspect 2	Aspect 3	Aspect 4					Aspect 5
			A	B	C	D	E	
68%	88%	57%	85%	85 %	100 %	82 %	68 %	68%

From the table above, it showed that first, there were 68 students responding the teacher's explanation. Second, there were 88% students focusing on the teacher's explanation material. Third, there were 57% students asking to the teacher about the material. Fourth, the students did exercises about writing descriptive text by using MILCARQ technique and could apply component of MILCARQ (modeling, inquiry, learning community, constructivism, authentic assessment, reflection, question) technique in the learning process.

The students constructed their understanding about descriptive text after get an example there were 85 students being able to apply the technique in process of writing descriptive text. There were 85 students being able to inquirie the new example about descriptive text. There were 100 students doing the exercises into group. There were 82 students repeating again about descriptive text with their own knowledge from teacher's explanation. There were 68 students exchanging experience and finding information from other partner or another group about the problems in the exercise about descriptive text. Finally, there were 68% students enthusiastic in learning about descriptive text. The result of observation showed that some of students had positive attitude during the process of teaching and learning how to write descriptive text by using MILCARQ technique.

Table 10: Observation of teacher activities in post-test second cycle

Aspect of the research Activities										
The researcher doing Application										
Aspect 1	Aspect 2	Aspect 3					Aspect 4	Aspect 5	Aspect 6	Aspect 7
		A	B	C	D	E				
-		✓	✓	✓	✓	✓	-	✓	✓	✓

DISCUSSION

After conducting the research which consisted of two cycle in four meetings, the researcher found some finding based on observation and reflection toward the two cycles. By using MILCARQ technique, the students could improve their writing ability in descriptive text. It showed that the researcher used this method. The average result was 5, 50. It increased into 6, 75 in the post test one. in the second cycle in second post

test was 7, 30, it showed that the result improved from pre test compared with post test. Even though the students did not reach 100%, the increase had shown more than the ***KKM*** which had to be reached by the students .

Table 09. General result of the research

No	Test	Average	Completeness of students improvement
1.	Pre-test	5,50	23,80%
2.	1st Post test	6,75	38,23%
3.	2nd Post test	7,30	82,35%

The implementation of teaching how to write descriptive text by using MILCARQ technique was conducted by using class action research could be assumed to be a successful technique in teaching writing particularly, in descriptive text.

CONCLUSION

The aim of this study was to research was to investigate the use of the MILCARQ technique in teaching EFL writing descriptive texts for senior high school students at one public senior high school in Merangin, Jambi. Based on the result of pre-test showed that the percentage of students reaching the KKM were 28, 30%, in first post test cycle one there was an increase about 38, 23% meanwhile, in the second post test cycle two 82, 25 % students who could reach the KKM. By applying the technique, students had been more enthusiastic, more curious to finish their tests and they did not make noisy during the teaching and learning process since the MILCARQ technique was new, enjoyable and easy to use MILCARQ technique how to write descriptive text. It could be acknowledged that this technique was successful in teaching the students how to write descriptive text. The findings shed light on the EFL teachers the use of MILCARQ in teaching certain texts in Indonesia because writing is not as the most difficult part in learning English since MILCARQ is a new technique in teaching writing in certain text so it can be used as a reference for the same field to conduct deeper study about MILCARQ.

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Teacher certification policy in Indonesia: Evidence from certified English teachers at one public high school

Eddy Haryanto, Maria Fitri Hani, Ani Pajrini and Meitia Ekatina
Jambi University

The purpose of this mixed methods study was to examine students' perception towards their certified English teachers in Jambi, Indonesia. The data of this study were collected through questionnaire and focus group discussion. The data collected were students' perception on the certified English teachers' personal, pedagogical, social, and professional competences. 95 participants consisting of 78 female and 17 male students involved in this study. The questionnaire data were analyzed statistically and the focus group discussion data were analyzed qualitatively to support the primary data. The findings of the study indicated that students gave their positive responses through questionnaire to four teachers' competencies while the results of focus group discussion exhibited negative responses to personality of the teachers, and professional competences. This study provides information for policymakers and teachers to evaluate the certification policy in Indonesia. Policy recommendations and implications of findings and future research are also discussed.

Keywords: Certified English teachers, teachers' competences, Indonesian teachers

INTRODUCTION

Quality of education is influenced by some factors. One of them is the quality of teachers. Therefore, most of nations in the entire world always try to expand the educational policy to enhance the quality of teachers. Indonesia is one of the nations that expands such a policy to improve the quality of Indonesian teachers through certification program as an effort done by government that has begun since 2007 as mandated by the 2005 Teacher and Lecturer Law (De Ree, Al-Samarrai, Iskandar, & World Bank, 2012). The 2005 Teacher and Lecturer Law aims to improve the quality of Indonesian teachers by giving certification for teachers who demonstrate minimum levels of teaching competency, as well as giving them allowance equivalent to their basic pay. Based on the fact issued by the Ministry of National Education (MONE) in 2008, more than 54% of the total 2,603,650 teachers in Indonesia are under-qualified (Sampoerna Foundation, 2009).

The result of an evaluation on certification program done by Indonesian Government and World Bank as in (De Ree, Al-Samarrai, Iskandar, & World Bank, 2012) shows that there is still no evidence of certification program leading to the improvement of students' learning. First, the portfolio assessment that is considered as ineffective since the documents collected can be manipulated by teachers. For instance, a teacher may hold three certificates of seminar at the same time (Triyatno, 2012). As the certification program in Indonesia is a one-time process, teachers do not have to do re-certification or perform adequate teaching ability to maintain the status (World Bank,

2011). So, some teachers even do not try any effort to improve their teaching after they are certified.

Another problem encountered in the program is the digression of the obligation of having 24 hours meetings in a week. It causes the ineffectiveness of teaching activity, since part of the allocated time is taken by teachers to move from a school to another one. These problems, certainly, affect the learning process undergone by Indonesian students which then increase their own perceptions toward the certified teachers. However, research on students' perceptions on their certified teachers seems to be rare. This study was an attempt to fill a gap in the literature and information on Indonesian certified teachers. Particularly, the purpose of this study was to examine a state senior high school students' perception towards their certified English teachers in Jambi, Indonesia. One main and general question guided this study in an attempt to examine a state senior high school students' perception towards their certified English teachers, "What are the state senior high school students' perception towards their certified English teachers in in terms of personal, pedagogical, and professional competences?"

METHOD

Design, research and site participants

This study was a mixed methods design with a survey and focus group discussions and conducted at one state senior high school in Batanghari District of Jambi Province, Indonesia. At the beginning, we planned to recruit all students at the school, but due to some bureaucratic challenges, we were finally able to recruit 95 participants from the eleventh grade who attended science program. Among the participants, 78 students were female, and 17 students were male. The age ranged from 15 up to 17 years old. In order to protect the rights of human participants, the names of participants, places, and research site were masked through the use of pseudonyms. Participants' decision to take part in this study was entirely voluntary as they were provided with an informed consent form.

Data Collection and Analysis

Data were collected through a questionnaire and the focus group discussion (FGD). The questionnaire was used to obtain the students' demographic profile and perceptions toward the certified English teachers' competences. The questionnaires were personally distributed to the participants with the help of the teachers at school. A FGD was conducted in the same month, March 2014, after the school hours with 10 participants who were willing to participate in the FGD. The FGD lasted between 45-60 minutes. The characteristics of the FGD's participants were as follows: their time was available to attend the FGD session; they were cooperative enough to be the participants. All of the participants did not receive any compensation for their participation in this study. The motive to carry out the FGD in this study was to validate and verify the data gathered from the questionnaires. Also, to clarify some issues that raised in the questionnaire (Haryanto & Mukminin, 2012)

The data were analysed statistically by using the SPSS software program to obtain the frequency, percentage, and reliability index of the questionnaire. The reliability index (Cronbach α) was 0.748. A Likert scale was used in measuring the level of students' perceptions in which the students' response were divided into 5 categories namely 1 means "Strongly Agree", 2 means "Agree", 3 means

"Undecided", 4 means "Disagree", 5 means "Strongly Disagree". There were 31 items for the questionnaire which were divided into 4 categories of teachers' competences such as question 1-9 represented personal competence, 10 to 24 for pedagogical competence, 25 to 28 for professional competence, and 29 to 31 for social competence. Then, the focus group discussion employed some relevant questions which were needed to have an in-depth investigation towards students' perception.

RESULTS AND DISCUSSION

Students' Demographic Profile

The demographic characteristics of the participants included the age, gender, father's occupation and mother's occupation of the students as presented in Table 1. 82% of the participants were female. By age, 76% of the students were 16 years old. Most of students' father work as private employee (26%), while, for mother's occupation, the highest percentage belonged to Housewife (59%).

Table 1: Students' demographic profiles

Characteristics	Frequency (n=95)	Percent
Gender		
Female	17	17.9
Male	78	82.1
Age		
15	3	3.2
16	72	75.8
17	20	21.1
Father's Occupation		
Civil Servant	21	22.1
Teacher	11	11.6
Private Employee	25	26.3
State owned Employee	7	7.4
Farmer	14	14.7
Trader	3	3.2
Police Officer and National Military	9	9.5
Other	5	5.3
Mother's Occupation		
Civil Servant	9	9.5
Teacher	16	16.8
Private Employee	4	4.2
State Owned Employee	3	3.2
Farmer	1	1.1

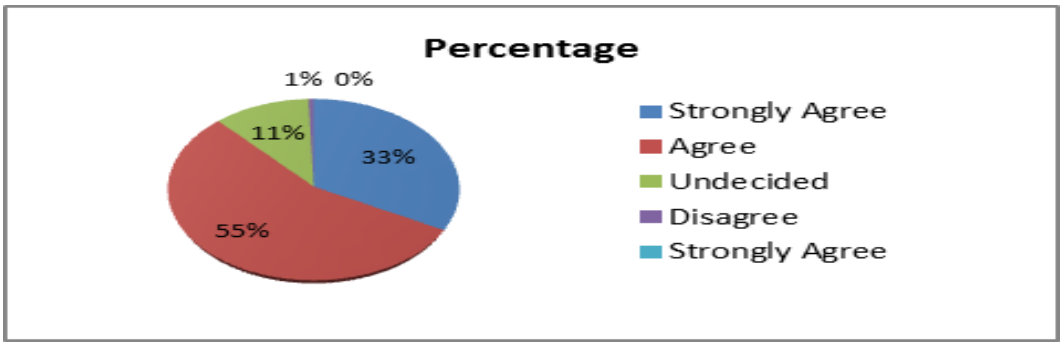
Trader	1	1.1
Housewife	56	58.9
Other	5	5.3

Personal competence

Jaedun (2009) states that personal competence of teachers refers to the characteristics of teachers' personality which is steady and stable, mature, wise, respected, and also can be the model for students. Having good personality is an important thing for teachers, since the existence of teachers as the agent of learning often becoming the role model for students as well. A relevant study done by Aprilliyanti (2013) shows that there is positive correlation between civics teacher's personal competence and students' democratic attitude. This condition certainly affects the learning process positively in which the interaction will also help the teacher encounters students' problem in learning as well as finding the way to solve it as long as the students feel free to convey their opinion, especially during the class.

The personal competence of teachers is possibly different, therefore, the following figure describes the finding of students' perception of a state senior high school in Batanghari District towards the teachers' personal competence that mentioned from question 1 to 9 in the questionnaire.

Figure 1: Distribution of response percentage on personal competence



The figure above shows that the percentage of Agree (55%) is the highest part which is then followed by Strongly Agree (33%). Then, the third rank is "undecided", and 1% for disagree category. The higher percentage of both agrees and strongly agrees indicates the positive responses given by the students regarding to the personal competence of the teachers. This result is in line with the findings from focus group discussion in several points, while some other points are stated differently through the FGD. On one side, most of students who involved in FGD stated that their certified English teachers were wise, fair, and willing to facilitate the students in learning which portray good personality of a teacher. For example,

> *"Our teacher is neutral, fair, she is not choosy during teaching and learning activity, she is also wise"* Dee (2014).

Based on the statements above, it can be inferred that teachers' judgements affects the students in some ways. The attitude of "fair, neutral and not choosy" can evoke learning atmosphere that is more interesting, and enjoyable for students, because

the students felt that the teachers gave the same attention and care for all of them, the same respect for all of them which is hoped will impact positively on the academic achievement. Another statement was also told by Mel as follows:

> *"When we do not understand yet about the topic, our teacher will re-explain the material as we asked the teacher"* Mel (2014).

Based on Mel's statement, it indicates that the teacher used to give immediate feedback to the students. A related study found that immediate feedback done by teachers could improve students' performance (Stuart, 2004). Through feedback, teachers can correct any misunderstanding during learning process, even more if it is done immediately right after students questions the teachers. On the other side, the students gave the negative responses towards two out of three teachers in terms of disciplinary. For example,

> *"The teachers sometimes come late to the class, and does not attend the class several times"* Yulee (2014).

According to Luiselli, Putnam, Handler and Feinberg (2005), undisciplined attitude done by office referrals which refer to teachers and school administrators, directly cause discipline problem on students. For instance, students may also come late to the class as their teachers ever done several times. Moreover, the lateness of teachers in coming to the class can cause any unwanted disturbance that is happened among the students as well.

From the result of FGD, it was found that two of the teachers are undisciplined denoted that one of the specifications for being teachers with good personal competence is not yet fulfilled. Since this certification program is intended to improve the teachers' quality from all aspects and qualifications, so, it is a must for the certified teachers to take the responsibility in maintaining their qualification and the title as certified teachers. Therefore, maintaining the behaviour comes to an actualization of being professional educators. Also, the school can carry out any policies which intend to improve the teachers' quality continuously, especially for the certified teachers.

Pedagogical competence

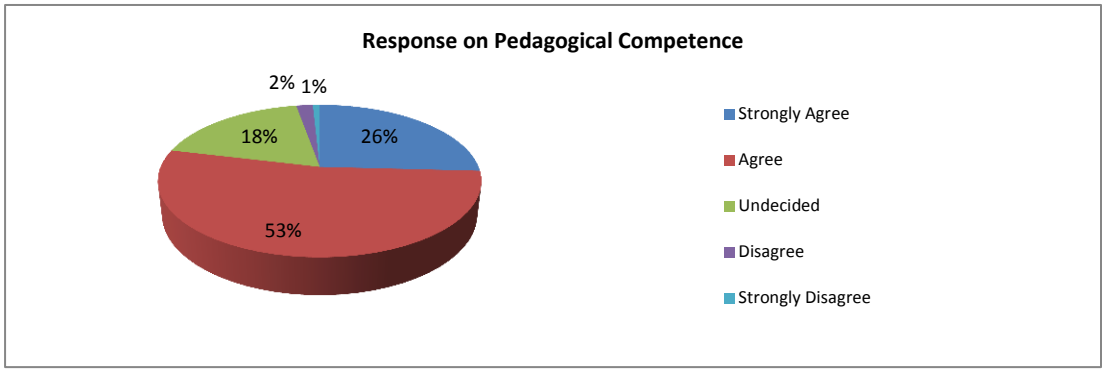
As stated in Government Regulation no. 19/2005 article 28 (Mubarok, 2013), pedagogical competence refers to the capability of managing the learning process of pupils that covers the understanding on the pupils, designing and implementing the learning process and evaluating the result, also, developing the pupils' potency. This pedagogical competence is also crucial part in teaching-learning process, because it affects the technique, methods, and approach used by the teachers in sharing the knowledge to the students. Teachers should master not only teaching methods, but also learning methods to build good classroom management, as well as transferring and receiving process between teachers and students.

A study on teachers' pedagogical competence shows that this competence affects the performance of teachers as well as affects the achievements of students in learning (Rahman, 2013). Teachers with a medium level of criteria of pedagogical competence will find a bit difficulty in optimalizing the learning process, as well as monitoring the students' improvement.

Therefore, the result of the study as stated above, increasingly, emphasizes the importance of fulfilling the qualification in terms of pedagogical competence by teachers to be the professional educators. Then, the following figure describes the

findings of this study related to the students' responses towards the pedagogical competence of their certified English teachers. The pedagogical competence indicators are mentioned from question 10 to 24.

Figure 2: Percentage of students' response on pedagogical competence



The figure above shows that most of students responded positively to the pedagogical competence of the teachers. 53% of the answers were "Agree" followed by "Strongly Agree" with 26%. This percentage illustrates the positive responses of the students towards the teachers. The remaining percentage shows that 18% of the students chose "Undecided", 2% is "Disagree", and 1% is "Strongly Disagree".

The result from the questionnaire indicated that, from the students' point of view, the teachers were capable in terms of pedagogical competence. This result, then, is verified through focus group discussion. This FGD yielded information as stated below :

> *"Our English teachers give us a chance to convey our opinion or ask questions about the lesson"* Reefe (2014).

Giving freedom for students to express opinion during the class can evoke positive effect on the students' performance. Lansdown (2011) stated that children who experienced of being heard in family, school and other settings could develop self-esteem, cognitive abilities, social skills, and respect for others better. Because, through participation, children acquire and develop the skills, therefore, this kind of participation should be built during the learning activity as well. So, it helps the students learned better through the participation during the class. Another statement came from Ory related to pedagogical competence of the teachers.

> *"The learning activity is varied"* Ory (2014).

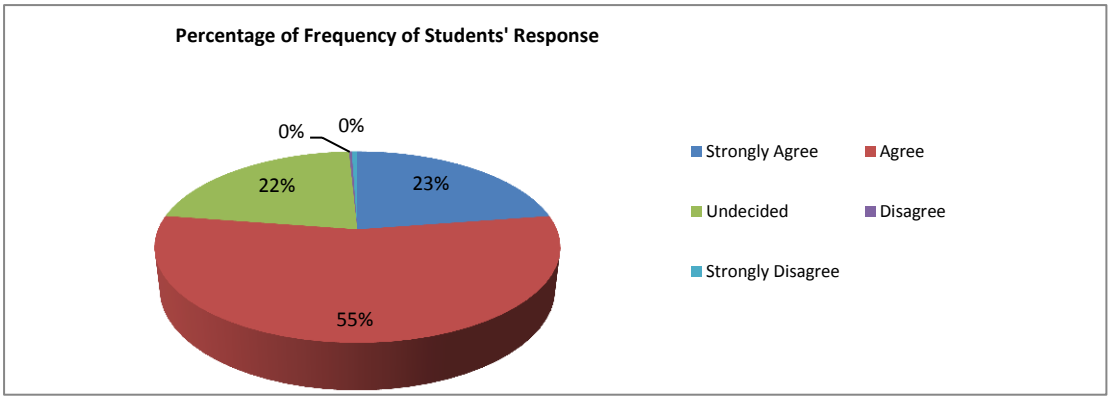
The statements above, actually, are an indication of teachers' creativity on teaching. Vasudevan (2013) said that teachers' creativity was important on learning process, because, teachers' creativity also had direct impacts on students such as in increasing students' interest, as well as in encouraging students on learning. From Ory's statement, it can be inferred that the teachers are creative already in teaching by varying the activity, so, the students' enthusiasm on learning can be built through the variation of the activity.

Professional competence

In the Law no. 20/2003 article 39 about National Eduacation System, teachers who belong to educators are defined as professional workers whose duty is to design

and implement the learning process, evaluate the result, undertake guiding and training, as well as conduct research and society service. Based on the Law, professional teachers should have the academic qualifications on certain field of knowledge, the ability to perform the duty as teachers, as well as mastering the learning method and the use of media on learning. The following figure contains the distribution of frequency of students' response on the professional competence of the teachers.

Figure 3: Percentage of students' response on professional competence



The figure indicated that most of students responded positively towards the professional competence of their certified English teachers. 55% of students chose "Agree" to respond the questions on the questionnaire regarding to the professional competence of the teachers. 23% of students chose "Strongly Agree", 22% chose "Undecided", and none students responded negatively.

This finding, then, was verified through focus group discussion. The FGD yielded information about the use of technology by teachers during teaching-learning activity as the following:

> *"One of Our certified English teachers also updates the materials for learning, so the learning processes are varied, updated and fun. Using the technology to provide interesting learning aids as well",* Dee (2014).

Related to the statement above, about the use of technology on learning, a study done by Kulik (1994 as cited in Youssef & Dahmani, 2008) showed that the use of ICT by students on learning, especially the involvement of ICT-based instruction, made students earn higher score than those who did not use computer. However, it was also found that one of the certified teachers rarely used media on teaching-learning process.

> *"The teacher seldom uses any media during learning activities, so, it feels monotonous sometimes, so we hardly understand the lesson for certain topics"* Nee (2014).

In contrast with the previous condition conveyed by participant like Dee, Nee stated that this teacher rarely used the media during learning activity. Actually, the use of the media can attract the students attention as well as helping the students in some way to understand the lesson better.

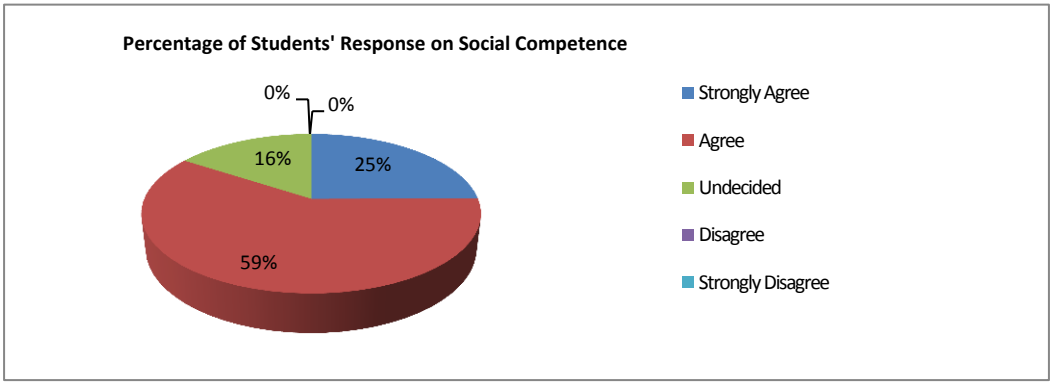
So, it is needed for the teacher to improve the ability in using the technology as media of learning, since the requirements of being professional teachers are not only mastered the particular knowledge, but also capable for applying technology for

developing the media of learning. The school can also provide particular training for the teacher in improving such ability.

Social competence

Social competence is believed as an important part of being qualified teachers as well. This competence is no longer regarded as "nice to have" competence, therefore, it is hoped that teachers own the social competence that covers the ability to collaborate; communicate; create; and understand cultural, religious, class, and sexual diversity in the community. Good social competence owned by teachers is, actually, beneficial to help teachers managing the classroom, building the enthusiasm and enjoyment condition on learning, and managing the students' behaviour at once. According to Jenning and Greenberg (2009), students' perception on teachers support has direct impacts on students' interest and motivation in learning. This study also investigated students' perception on the teachers' social competence, since this competence is essential to be the qualified teachers. Then, the following figur will show the students' responses to social competence of the teachers.

Figure 4. Percentage of students' response on social competence



The figure indicates that the teachers are qualified enough in terms of social competence. This result is also in line with the results from FGD. The students stated that the teachers were friendly, and able to communicate effectively with the students and other people. For example,

> *"We are unafraid of asking question and giving out opinion during the class, as well as asking the teachers to re-explain the materials that we have not understand yet,"* Yulee (2014)
>
> *"And the teachers will re-explain it for us",* Mel (2014).

These statements describe that the teachers are able to create enjoyable classroom condition during learning activity which can evoke students' willingness and motivation on learning as well. This condition is supported by good relationship and communication between teachers and students. Besides, the students' answer also describe the social relationship between students and the teachers outside the class.

> *"The teachers are friendly, so, we like greeting the teachers",* Ann (2014).
>
> *"The teachers even respond us when we want to chat with them in social media",* Dee (2014).

These statements also indicate good social relationship between the teachers and students. For instance, as stated by Rere, the students often talked to the teachers even outside the class. This situation can be used as an opportunity to maximize learning process of students. The students may have chances to asks questions or learn more outside the class. In other words, students may get additional learning outside the class, since the teachers are welcome and able to communicate effectively with the students. When the students have already positive value and trust their teachers, the students are able to perform consistent discipline, decrease the misbehaviour. Furthermore, when the students enjoy learning because they have good social relationship with the teachers, as well as maintain their emotional condition, the students will be motivated on learning more (Hanrahan, 1998). Additionally, Read and Lampron (2012) pointed out that good relationship between teachers and students, as well as students' family affects learning and also school climate in which students who get interpersonal support tend to have greater academic success. Therefore, better social relationship is needed between teachers and students intended to help the students perform better.

CONCLUSION

The purpose of this study was to examine a state senior high school students' perception towards their certified English teachers in Jambi, Indonesia. The results of questionnaire analysis showed that most of students responded positively towards the competences of the teachers. For the four competences, more than half of the students gave their positive responses towards the teachers through questionnaire. This finding, then, was verified through the focus group discussion that yielded some negative responses from students on the personal and professional competences of the teachers. The negative responses were given on the teachers' diciplinary in terms of personal competence. On professional competence, one of the three certified English teachers earned negative responses in terms of the use of media in learning process.

In conclusion, altough there were still some weaknesses owned by the teachers in performing the duty as certifeid teachers, the overall results indicateed that the certified English teachers of a state senior high school in Batanghari District can be announced as adequate to be certified as professional educator in accordance with the objectives of certification program itself. It is hoped that the results of this study can be used as an evaluation for teachers in maintaining the qualification as certified english teachers. Also, it is hoped that the future relevant research will be able to investigate the differences of students' improvement on learning who are taught by certified and uncertified teachers. So, the result will explain the information in more details related to the certification program and the impacts on the educational process in Indonesia.

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In Search of Good Student Teachers in Writing Skill: The Impact of Different Task Variance on EFL Writing Proficiency

Makmur, Yanti Ismiyati, and Verawaty

The purpose of this experimental study was to investigate the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency at one public university's English Education Program in Jambi, Indonesia. Two groups of the first year students were selected as participants. Each consisted of 30 students. Group I was required to perform the writing task and provided with a topic sentence and group II was required to perform the writing task and provided with signal words. The results of the test were rated or scored by using the analytical and holistic rating systems. The data were analyzed statistically by using Independent Sample T – Test and Correlation. The findings of the study showed that on average, Group I had a higher level of effect on student's writing proficiency (M = 72.57, SE = 1.81) than Group II on student's writing proficiency (M = 56.50, SE = 2.16). This difference is significant (t (58) = 5.70; p < 0.05). Our findings suggest the interactions among the components of complexity have a strong correlation. The positive relationships among the components of coherence are also statistically proved. We concluded that providing topic sentences helps students much better to develop paragraph writing than providing signal words.

Keywords : *Student teachers; different task variance; EFL writing proficiency*

INTRODUCTION

The field of foreign language writing has come of age. The formal studies of EFL writers, writing, and writing instruction are relatively limited but fruitful, especially on the subject of the impact of using task-based approach in language teaching and learning on written language production (e.g., Lynch & Maclean, 2000; Lee, 2002; Adam, 2003; Castro, 2004; Snellings, Van Gelderen, & Glopper, 2004; Ellis & Yuan, 2004). For example, Snellings, Van Gelderen & Glopper (2004) compared the influence of two different variables such as productive translation task, and lexical decision task on fluency of lexical retrieval in writing. These conditions caused different influences on learners' writing work. The productive translation task had positive effects on fluency of lexical retrieval writing, but the lexical decision task did not have positive effects on the speed of the learners' writing work. Additionally, an experimental study on forty-two Chinese learners' written narratives conducted by Ellis and Yuan (2004) through using three types of conditions including pre-planning, unpressured on-line planning, and no planning condition showed mixed results. In their study, pre-planning condition had positive effects on syntactic variety while on-line planning condition affected accuracy positively, but the variable of no planning condition did not have any positive effect on fluency, complexity, and accuracy.

Another task treatment was carried out by Adams (2003) who focused on investigating the effect of task repetition, noticing, and noticing + SR (stimulated recall

session). The findings indicated that the variable of noticing + SR had positive effect on post-treatment output while the task repetition and noticing did not have positive effects on post-treatment output. Furthermore, Lee (2002) implemented an experimental study through employing two different variables namely a number of coherence-creating devices and pedagogical materials on coherence of learners' writing work. The results indicated that through an explicit teaching of coherence, the coherence of participants' writing improved and participants were cautious of the discourse level of text while revising. Another interesting study was conducted by Castro (2004) who investigated the degree of cohesion and coherence and the social construction of meaning in the essays among thirty Filipino college freshmen. The results of this study indicated that low, mid, and highly rated essays were equal in grammatical cohesive device use and to establish lexical cohesion, lexical repetition and use of synonyms were commonly used.

Viewed from instructional aspects, it is clear that most studies mentioned above investigate the effects of using task-based approach on various aspects of writing proficiency. In other words, those studies focus more on investigating the impacts of teaching and learning process in writing instruction. Overall, the studies which involve various variables and conditions have different effects on linguistic variables for instance, complexity and coherence. Some studies have positive effects on linguistic variables. Others do not have significant influences on linguistic variables which become the study focus. The findings of the previous studies have indicated that no previous studies implement a task treatment focusing on different task variance that involves two different conditions (e.g., providing participants with topic sentences and stimulating participants with signal words) for non-English speaking students. Also, no former studies examine the complexity and coherence in writing a paragraph for students from non-English speaking countries such as Indonesia. The purpose of the present study was to find out the impacts of providing topic sentences and signal words on writing proficiency among EFL student teachers at one public university's English Education Program in Jambi, Indonesia.

Purpose of the study

The purpose of this experimental study was to investigate the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency at one public university's English Education Program in Jambi, Indonesia. Two main questions guided this study in an attempt to investigate the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency: (1) Do providing topic sentences have a higher level of effect on learner's writing proficiency than providing signal word on learner's writing proficiency? (2) Do providing topic sentence have a higher level of effect on complexity and coherence than providing signal words on complexity and coherence? Additionally, in this study, one general hypothesis was proposed: There is an effect of different task variance that involves providing topic sentence and providing signal words on learners' writing proficiency which cover complexity and coherence.

METHOD

Design

The design of the present study was classified as a naturally occurring group design. It is the same as a quasi-experimental design. This design needs comparisons

between the mean performances of groups that occur normally. Based on this design, the samples were not randomly assigned because they belonged to one group or the other (Brown, 1988). Fraenkel and Wallen (2008) explained that in the static-group comparison design, two groups already existed, and the subjects were not randomly assigned. This study used different task variance as independent variable involving two different task conditions including providing topic sentences and providing signal words. The dependent variable was the writing proficiency with two elements (complexity and coherence). The population of this research was all the first year student teachers of English Education Program, one public university in Jambi, Indonesia. The samples of this study consisted of two groups of student teachers and each group consisted of 30 participants. The following table shows the design of this study which was modified from the static-group comparison design (Fraenkel &Wallen, 2008).

Table 1: The design of this study

Group	Treatment	Measurement
1	Providing Topic Sentence	Writing Proficiency • Complexity • Coherence
2	Providing Signal Words	Writing Proficiency • Complexity • Coherence

Participants of the study

The participants in this study consisted of two groups of full-time undergraduate student teachers who were in their first year at English Education Program, one public university in Jambi, Indonesia. They were between 18 and 21 years old. When the data of this study were collected, the students had been learning English as a foreign language in Indonesian schools for seven years. Formally, they began to study English at junior high school for three years and at senior high school for three years. They studied English at junior and senior high schools based on curriculums of the schools. None of them had gone to an English speaking country. Outside the classroom, they had a little opportunity to use English either in written or oral forms. They could only practice their English with their friends who studied at the same program. They also used their English in written forms when they did their homework. In addition, when the participants performed the task for collecting data, they had taken the writing courses. Thus, they had recognized some terminologies related to paragraph structures such as topic sentences, supporting sentences, concluding sentences, and signal words or transitional words.

The student teachers were selected based on groups or classes that were available in the program at the research site. In other words, we selected two groups of student teachers from the four groups or classes that were available. This way was done based on the idea or principle that Brown (1988) suggested that you should examine each study to determine the method the classes or groups that were selected. The way of selecting the sample of the study referred to the naturally occurring group design or quasi-experimental design. These were groups into which student teachers were not

randomly assigned because they naturally belonged to one group or the other. In this case, we only took two groups of student teachers to be the samples of the study.

Materials and procedures

The different task variance involving providing topic sentences and providing signal words was designed based on the ideas or principles that learners' performance can be influenced by task characteristics or task conditions (Skehan, 2003). In this study, the materials of the different task variance were developed from the book of "Ready to Write" (Blanchard & Root, 2003, p. 35). To make it clear, we constructed the materials of the task variance in the form of picture and followed by a set of writing activities which have two types of conditions or characteristics as stimulants for participants to perform the task. Both conditions were providing topic sentence and providing signal words. These conditions or characteristics were implemented in a quasi-experimental study in order to investigate their effects on learner's writing proficiency covering complexity and coherence. By giving stimulants to the participants, we expected that these stimulants could promote greater writing proficiency.

The task variance was constructed in two different characteristics or conditions, where the participants were required to perform or complete it. This writing task was used as an instrument for gathering data of the present study. The task that was given to participants used a picture. This picture describes a condition of a top of a desk. On the top of the desk, there are several items or articles in which the position of each item or article had been arranged properly. The names of items or articles on the desk were: lap top computer, newspapers, printing machine, calendar, magazines, books, notebooks, and calculator. Participants were required to write a paragraph which explains the condition of the top of the desk based on the picture given.

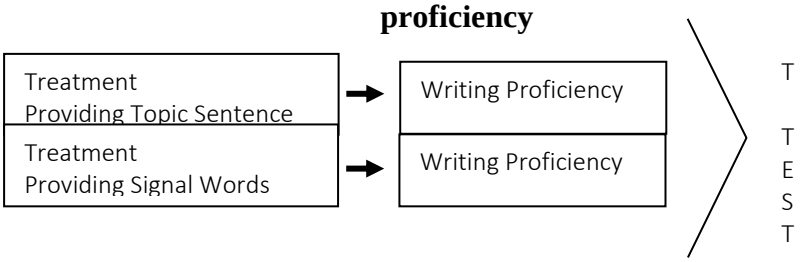
Participant's writing product constituted a paragraph which describes a condition of a top of the desk. The writing product would be scored as a writing proficiency score. The writing work was rated by using the holistic procedure and analytic procedure. Analytical rating was done by using an analytical form. In this study, the analytical rating covered the aspects related to paragraph structures such as topic sentence, details, concluding sentence, and signal words. The holistic rating was performed after the analytical rating with the range of score of 0 – 50 (Van Weijen, 2008). In case of the holistic rating, we just evaluated the paragraph as a whole about how the participants used grammar in writing paragraph unity. The final score of writing proficiency was taken from the analytical rating plus holistic rating and divided by two.

In this study participants were required to perform different task variance that has two different conditions such as providing topic sentences and providing signal words. The participants were divided into two groups. Each group consisted of 30 students. One group was required to perform a task that provides a topic sentence condition. Another group was required to perform the task which provides signal words condition. Both groups were given 20 minutes to write one paragraph. The tasks were administered in the same time for both groups. All students or participants were given worksheets which are equipped with a picture and a set of instruction for doing the tasks. After the students had done the task for about 20 minutes, they were asked to collect their writing products and they also returned the worksheet that is equipped with a picture and a set of instruction for doing the task.

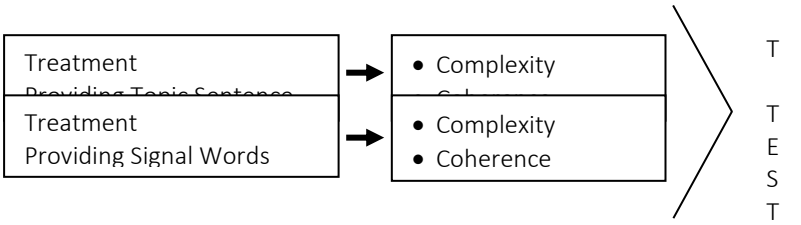
Data analysis

The data of this study were taken from the results of participants' performances on the different task variance. The data of this study constituted the writing proficiency scores. In details, the first data were taken from participants who performed the task of which the condition was providing a topic sentence. The second data were taken from the participants who performed the task of which condition was providing signal words. The written products of each group was rated by using the holistic rating system and analytic rating system (Van Weijen, 2008).Then the combination of these scores was a fixed score or the final score of the writing proficiency for each participant. The fixed writing proficiency scores of each group was statistically analyzed to find out the level of significant effects of treatments on student's writing proficiency by using 'Independent t-test'. Field (2009) explained that the t- test could be used to test if the two group means were different. Then, to know how the components of complexity and the components of coherence correlated or interacted each other in each group, we used a correlation statistical analysis. The correlation tried to find the relationship between variables by using Pearson product-moment correlation coefficient or Pearson correlation coefficient (Field, 2009). The alpha level for this study was 0.05 ($\alpha = 0.05$). This value was normally used to say incorrectly rejecting the null hypothesis of the present study. In short, to make the data analysis clearer, we presented the schematic model of the data analysis as drawn below.

Model 1: Data analysis of providing topic sentence and signal words on writing proficiency



Model 2: Data analysis of providing topic sentence and signal words on complexity and coherence



Model 3: Data analysis of correlation between complexity and coherence

Ethical considerations

We masked the names of participants, places, and research place in order to protect the rights of participants in this study. Additionally, participants' participation in this study was totally voluntary.

FINDINGS

The current study aimed to investigate the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency at one public university's English Education Program in Jambi, Indonesia. The following part will present the results of the statistical analyses of the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency.

The effects of providing topic sentences and signal words on writing proficiency

The findings of this study on the effects of providing topic sentences and signal words on writing proficiency based on the statistical analysis by using independent sample t - test indicated that on average, Group I (providing topic sentence) had a higher level of effect on student's writing proficiency ($M = 72.57$, $SE = 1.81$) than the Group II (providing signal words) on student's writing proficiency ($M = 56.50$, $SE = 2.16$). This difference was significant with the ($t(58) = 5.70$; $p < 0.05$).

The effects of providing topic sentences and signal words on complexity

The findings of this study on the effects of providing topic sentences and signal words on complexity based the statistical analysis by using the independent t – test indicated that first, on average, Group I (providing topic sentence) had a higher level of effect on the main clause ($M = 2.41$, $SE = 0.292$) than the effect of Group II (providing signal words) on the main clause ($M = 1.53$, $SE = 0.221$). The difference was significant with the ($t(39) = 2.35$; $p < 0.05$). Second, on average, Group I (providing topic sentence) had a higher level of effect on dependent clauses ($M = 2.41$, $SE = 0.292$) than the effect of Group II (providing signal words) on dependent clauses ($M = 1.53$, $SE = 0.221$). The difference was significant with ($t(39) = 2.35$; $p < 0.05$). Third, on average, Group I (providing topic sentence) had a higher level of effect on complex sentence ($M = 2.41$, $SE = 292$) than the effect of Group II (providing signal words) on complex sentence ($M = 1.53$, $SE = 221$). The difference was significant with the ($t(39) = 2.35$; $p < 0.05$). Fourth, on average, Group I (providing topic sentence) had a higher level of effect on t-units ($M = 2.41$, $SE = 292$) than the effect of Group II (providing signal words) on t - units ($M = 1.53$, $SE = 221$). The difference was significant with the ($t(39) = 2.35$; $p < 0.05$).

In contrast, the effect of providing topic sentence was lower than the effect of providing signal words on some components of complexity. For example, on average, Group I (providing topic sentence) had a lower level of effect on simple sentence ($M = 6.03$, $SE = 0.237$) than the effect of Group II (providing signal words) on simple sentence ($M = 7.23$, $SE = 0.278$). The difference was significant with the ($t(58) = 2.35$; $p < 0.05$). Then, on average, Group I (providing topic sentence) had a lower level of effect on compound sentence ($M = 2.90$, $SE = 0.224$) than the effect of Group II (providing signal words) on compound sentence ($M = 2.35$, $SE = 0.310$).The difference was significant with the ($t(58) = 1.467$; $p < 0.05$).

The effects of providing topic sentences and signal words on coherence

The findings of this study on the effects of providing topic sentences and signal words on each of components of Coherence by using the independent t – test indicated that first, on average, Group I (providing topic sentence) had a higher level of effect on connectors ($m = 8.37$, $se = 0.222$) than the effect of group ii (providing signal words) on

connectors (M = 7.272., SE = 0.258).The difference was significant with the (t (58) = 3.231; $p < 0.05$). Then, on average, Group I (providing topic sentence) had a higher level of effect on key nouns (M = 9.90, SE = 0.369) than the effect of Group II (providing signal words) on key nouns (M = 8.37, SE = 0.305). The difference was significant with the (t (58) = 3.201; $p < 0.05$). Second, on average, Group I (providing topic sentence) had a higher level of effect on pronouns (M = 10.97, SE = 0.327) than the effect of Group II (providing signal words) on pronouns (M = 9.10, SE = 0.268).The difference was significant with the (t (58) = 4.413; $p < 0.05$).

Correlations between components of complexity and coherence

The data analysis of the relationships between the components of complexity indicated a significant positive relationship between main clause and dependent clause, r = 1.000; $p < 0.01$. Also there was a significant negative relationship between simple sentence and compound sentence, r = -.604: $p < 0.01$. The analysis also indicated a significant positive relationship between Complex Sentence and T Unit, r = 1.000; $p < 0.01$.

For the correlation between components of coherence, the results of analysis indicated a significant positive relationship between connectors and pronouns, r = 0.540; $p < 0.01$. Also, there was a significant positive relationship between key nouns and pronouns, r = 0.460; $p < 0.01$.

DISCUSSION

Writing is a noteworthy skill for success in education. Regrettably, it seems that many students still face difficulties with written language production. These students may have lack of knowledge on writing processes; particularly when they are required to write in English as a foreign language. They may have no writing cultural backgrounds and may need long-lasting exposure and internalization to different language rules. The purpose of this experimental study was to investigate the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency at one public university's English Education Program in Jambi, Indonesia. The findings of the current study shed light on our understanding of the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency.

In terms of writing proficiency, referring to the results of the (t – test) statistical analysis, it indicated that providing topic sentence conditions had higher effect on learner's writing proficiency than the effect of providing signal words. This was supported by the different mean values between these conditions. The mean value of the providing topic sentence was bigger than the mean value of providing signal words (Mean = 72.57 > Mean = 56.50). Besides, the findings of this study also indicated that there was a significant difference between the effect of providing topic sentence and the effect of providing signal words on learner's writing proficiency which was proved by $p < 0.05$. Therefore, the null hypothesis, "there is no effect of different task variance that involves providing topic sentence and providing signal words on student's writing proficiency which covers complexity and coherence" was rejected.

Additionally, it is reasonable to say that the advantage of giving conditions such as providing topic sentences as a starting point of the paragraph writing and could guide language learners to continue their writing activity to a detail section. Also, the beneficial point of giving topic sentence is that the language learners could catch or get

ideas from the topic sentence that will be developed for further steps of writing a paragraph. In other words, providing topic sentences as a stimulus condition constitutes a powerful assistance for the language learners to be able to write a paragraph unity better than providing signal words. Theoretically, the results of the present study are in line with what Skehan (1996) said that when task-based instruction could be put into practice to minimize difficulties and give opportunities, the learners would achieve greater complexity structuring, accuracy, fluency, and accuracy. Similarly, Ellis and Yuan (2004) said that linguistic performance could probably be affected by the particular type of processing in which learners experienced. They also explained that the learners would draw their lexical knowledge of language under a certain condition.

In case of providing signal words, based on the results of this study, the condition only facilitated language learners to make smooth transitions among sentences in a paragraph unity. But the language learners still thought how to determine the best choice of the signal words that would be used for each sentence. They also got difficulties to start writing the paragraph. Consequently, the condition of providing signal words could not reach the effect as big as the effect of providing topic sentence on the language learner's writing proficiency.

For the complexity, we found that the current study did not only find out the effects of providing topic sentence [PTS] and providing signal words [PSW] on learner's writing proficiency in general, but it also found out the effects of PTS and PSW on specific components of complexity and coherence. The findings of this study indicated that PTS had higher level of effect on most of the components of complexity such as main clause, dependent clause, complex sentence, and t units. We predicted that the role of providing topic sentence was better than providing signal words in the case of guiding participants to construct main clause, dependent clause, complex sentence, and T unit. In other words, the conditions were helpful for the participants to develop paragraph writing.

On the other hand, the present study also indicated mixed results. PTS had a lower level of effect compared with the effect of PSW on few components of complexity such as simple sentence and compound sentence. We predicted that the participants of group II (PSW) tended to make simple sentences rather than complex sentences. In other words, we could say that PSW had bigger influences on writing simple sentences and compound sentences compared with PTS. These results supported the hypothesis stating that PTS had a higher level of effect on complexity than the effect of PSW on complexity. Mixed results happen to experimental studies and sometimes independent variables have positive or significant effects on a certain dependent variables and sometimes it does not have a significant effect. For example, the study conducted by Ellis and Yuan (2004) on the effect of conditions of a task on second language narrative had mixed results. They confirmed that every independent variable of the experimental study may have positive effect and it may have negative effect on dependent variable.

The findings of our study also indicated that there were the effects of PTS and PSW on components of coherence. Particularly, PTS had a higher level of effect on the coherence components such as connectors, key nouns, and pronouns than the effect of PSW on coherence. These findings were proved by the different values of mean, standard error, and values of $p < 0.05$. These results were in line with the results of former studies that showed the effects of task-based treatments on coherence (e.g. Castro, 2004; Lee, 2002; White & Rosenberg, 1993; Johnson, 1992). Moreover, the

results of the study proved the hypothesis stating that providing topic sentence had a higher level of effect than the effect of providing signal words on coherence.

For the correlations between components of complexity, the statistical analysis showed that the components of complexity were related to each other. For example, main clauses had a positive correlation with the dependent clauses. Then, simple sentences had a negative correlation with the compound sentences. Finally, complex sentences had a positive relationship with the T-Units. This analysis aimed to see how the components of complexity were related to each other. Knowing these relationships means that we tried to see how the participants expressed their ideas structurally. In other words, we could say that the participants' ability to use any types of sentence levels increased.

Limitations and future research

The results of this study may have some limitations. First, although the results of this study may give us evidence on the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency from a non-English speaking country, the small sample size may prevent us to generalize the findings of the study. Future research may include a larger sample size. Also, this study used the experimental design; future researchers could use a mixed methods study (questionnaire and interviews) to collect data from student teachers. Last, teachers or lecturers were not part of this study, so through qualitative research designs, future research could include teachers or lecturers' perspectives on the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency.

CONCLUSION

Although conclusions are limited by the small sample size, this study provides us an understanding of the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency from a non-English speaking country. Particularly, providing topic sentence helps students much better to develop paragraph writing than providing signal words. The conditions involving providing topic sentence contribute to three beneficial points which have powerful functions for the EFL learners in developing paragraph writing. For example, the topic sentence functions as a guide for participants to start and to continue writing a paragraph. Then, it is economical for the use of time to think how to start the paragraph writing. These functions can influence or stimulate language learners to write quickly and directly. Therefore, in general, the condition of providing topic sentence had a higher level of effect on learner's writing proficiency, on complexity, and on coherence than the effect of condition of providing signal words on writing proficiency, complexity, and coherence. Furthermore, the interactions among the components of complexity have strong correlation. Moreover, the statistical analysis also indicated the positive relationships among the components of coherence.

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From Blackboard to Cartoons Movies: Improving Students' Speaking Ability at One Junior School in Jambi

Husniah, and Efvi Harahap
Jambi University

The purpose of this classroom action research was to examine whether the use of the English cartoons movies increased students' achievement in speaking ability. Data were collected from 39 participants, consisting of 25 males and 14 female students at one junior high school in Merangin, Jambi. To collect the data, tests and classroom observations were used. The speaking tests or oral tests were drawn from the results of retelling stories using their own language, comments, and suggestions of the events in the cartoon movies while observations were done at the time of the learning process. The results of the research showed that there had been some improvement on students' speaking ability. In the first cycle, the students' speaking ability was 68% and in the second cycle the students' speaking ability was 100%. Moreover, the use of the cartoons showed that the teacher facilitated active participation and stimulated students to follow the lessons by giving them leading questions. This study provided information for teachers and educators to understand how teaching media was implemented at the classroom level. Implications of findings and suggestions are also discussed.

Keywords: ***Cartoons movies, students' speaking ability***

INTRODUCTION

In the statements of Brown (1994), Burns and Joyce (1997), Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information. Speaking skill will shape the creative and critical generations in the future as the result, the students can create utterance, have the ability to express ideas, thoughts or feelings to others in a coherent and systematic. Besides that, Speaking skills also will bring about a future generation of culture because it is used to communicate with other in accordance with the context and situation at the time when they are speaking.

In this case the teacher's role is very important, namely to encourage them to study harder and better. In addition, the students' problems are not only from the classroom environment but also from the students themselves. In fact, the teachers often see most of students master the theory well, but they do not have ability in practice. They have knowledge about how to talk, but in practice they feel difficult to speak. They are less confident to show and develop their ability in speaking.

According to Syllabus of junior school in Merangin Academic Year 2010/2011, standard competency in speaking skill is to express the functional meaning in the oral text and simple form of short monologues recount, and narrative in order to interact with their surroundings. Students are expected to be able to use English for communication in expressing their idea at least in cartoon.

Based on researcher's observation, experiences, and interview with English teacher of class eighth F in one of Junior school at Merangin, Jambi , class eighth F has never applied to learn English by using cartoons, and teachers get used to using a monotonous method. As the result, The students have a low capability in speaking English, and the students only master the theory better than the practices. They have knowledge about how to speak, but in practice they felt difficult to speak it. Students have less confident to show and develop their ability in speaking. They also feel afraid of both making mistakes and being bullied by their friends.

To build their self confidence, students need more practices that are why teachers are advised to make and use the meaningful method increase their self confidence. According to *KKM or Kriteria Ketuntasan Minimal*, it states 70; an ideal score that all students in Indonesia need to achieve, however, most of students are not capable of achieving *KKM or Kriteria Ketuntasan Minimal* standard.

Researcher will discuss one of the problems related to learning English. The problem of learning English can take place both at home and at school. These conditions can make students feel bored and they do not like to learn English. If this situation continues, they will lose their interest and motivation in learning English.

One of the method to make the learning process interesting by retelling a story. Generally, retelling a story will attract the students because they like a story. This is also an appropriate method to the students at their age. To retell the story more interesting, a cartoon media are an appropriate method. In the statements of Ruby (2008), Cartoon is one of a variety of media to teach how to retell the story. Cartoon is an art form using a series of dynamic images in fixed sequence. By using the cartoons in learning English, it will be more interesting and more active. The students will feel something new and different from what they normally get in their class.by applying this method, hopefully, the students will be active as a participant and they have more opportunities to express their thoughts, emotions, feelings and attitudes.

The involvement and the importance between the use of cartoons and students' speaking ability outcomes have been conducted by researchers (Wyk &Van, 2011;Puspitasari&Eusabinus , 2013; Praneetponkrang, 2014)

However, one of the research on the use of retelling the stories technique in developing English speaking ability is from other countries (Praneetponkrang,2014), and one of the research on the use of cartoons is from South Africa. No research comes from Indonesia conducted about the use of cartoons. To fill this gap in the literature, this study was to examine the students' speaking ability by using cartoons in Merangin, Jambi particularly retelling the story.

THEORETICAL FRAMEWORK

According to Linse (2005), speaking was equally important in children's overall language development. When the children began speaking, they experienced and played with utterance. Meanwhile, in the statements of Scrivener and Jim (2005), the aim of a communicative activity in class was to get learners to use the language they were learning to interact in realistic and meaningful ways, usually involves exchanges of information or opinion.

The ability to speak fluently presupposes not only a knowledge of language features but also the ability to process information and language on the spot. According to Harmer (1998), there were two elements of speaking. The first was language features. The language features were classified into four; connected speech, expressive

devices, lexis and grammar, and negotiation language. The second is mental or social processing. It is classified into three; there are language processing, interacting with others, (on-the-spot) information processing. Speaking is one of the important skills in English. It is used to communicate with other. In communicating, the most important is how people can understand the purpose of communication with each other. To get the essence of the conversation itself, Roces (2011) explained some tips in learning speaking as follows: the first is Ask themselves: "What is my motivation?"; the second is employ alternative learning methods. The third is make connection with native English speakers. The fourth is increase exposure to English. The fifth is reward themselves.

As with any other types of classroom procedure, teachers need to play a number of different roles during the speaking activites described above. However, according to Harmer (1998) there were three particular relevances if the teacher was trying to get the students to speak fluently : the first is prompter. The students sometimes got lost, and they could not think of what to say next. The teacher could leave them to struggle out of such situations on their own, and indeed sometimes this might be the best option. The second was participant. The teachers should be good animators when asking the students to produce language. Sometimes, this could be achieved by setting up an activity clearly and with enthusiasm, and the last was feedback provider. When the students were in the middle of a speaking activity, over-correction might inhibit them and take the communicativeness out of the activity. When the students had completed an activity, it was important that the teacher allowed them to assess what they had done and the teacher told them what his/ her opinion was . The teacher would respond to the content to the activity as well as the language used.

The media has a different role in learning. Gagne and Briggs (2009) stated that Media are a tool which was physically used to convey the content of the material which consisted of a book, tape-a recorder, cassette, video recorder, film, slide, Photos, pictures, graphic, television, and computer. Cartoon in English comes from the Italian, cartone, meaning paper. Cartoons at the beginning was the naming of a sketch on paper a lot or stout paper as a design or designs for canvas paintings or wall paintings, architectural drawings, tapestry motifs, or for images on the mosaic and glass. However, over the lifetime of an understanding at the time of this cartoon is not just as an image of their design, but later developed into a character image and aims of humor and satire (Ruby, 2008).

Before the students learn using cartoon, the students must know types of cartoon. In the words of Ruby (2008), there were various types of cartoon as follow: 1). Gag pure cartoon was a cartoon that was meant merely as a funny picture or joke without intending to review a problem or an actual event; 2). Editorial cartoon was a satirical column in the newspaper images that comment on news and issues being discussed in public crowded. 3). Comic was a fusion between art picture and literary arts. Comics were formed from a series of images that the whole was a series of one story in each picture there were balloons greeting as a narrative story with a character or characters were easily recognized. 4). Caricature was the development of political cartoons, funny pictures that were distorted, satirical or sarcastic, either against persons or actions.

The use of cartoon media instruction is required in relation to improve the quality of education especially in teaching speaking. In the statements of Ruby (2008), the purposes of cartoons media were: The first was cartoon solely as entertainment,

among others, gag cartoons and comics. The second was cartoon aimed at delivering a message to the audience, whether political messages, social, or educational. For instance, there were cartoons in the newspapers, especially editorial cartoons, caricatures, and some comic strips. Cartoons in newspapers or other publications were one of the cartoons as a medium that had characteristics that were not only entertaining, but also intelligent and actual.

In the statements of Morrow (1996), retellings were post reading or post listening recalls in which readers or listeners tell what they remember. Story Retelling was a procedure that enabled a child to play a large role in reconstructing stories. It showed both social and academic development. Story retelling had proven to be an appropriate comprehension measure for students with varying learning abilities. Gambrell, Koskinen and Kapinus (1995) examined on proficient and less-proficient readers by using the story retelling and the reading comprehension. They found that retelling story was an effective instructional strategy for enhancing the comprehension of proficient and less-proficient readers.

METHODS

The researcher used a classroom action research with an observation to gather the data and collect the information about students' speaking ability at one junior school in Jambi. Action research is an emerging tradition in language classroom research (Nunan, & Catherine, 2009). Burns (2010) defined that AR was part of a broad movement that had been going on in education generally for some time. It was related to the ideas of 'reflective practice' and 'the teacher as researcher'. The population of this study was the students in the class at one junior high school in Merangin, Jambi. However, the final and total samples were 39 students with 14 female and 25 male students.

In collecting the data, the researcher did some steps. The first was Observation; observations were done at the time the learning took place. Researcher observed students' activeness during teaching and learning process using their own language, expressed opinions, commented on or suggested about the issues contained in the cartoon. Last was speaking test or oral test. For the speaking test, data was drawn from the results of retelling stories using their own language, comments and suggestions by using polite language of the events or problems occurred.

FINDINGS AND DISCUSSION

Based on observation and speaking test given in two cycles in four meetings, there were some problems during two cycles, they were:

1. The students' motivation is low
2. Students were less confident to show and develop their ability.

Then I tried to solve the problem by using cartoons and giving more attention to those who had personal problems in learning process. From the result of cycle I there were still some weakness. When the teacher used a cartoon in teaching speaking, the weakness in cycle one decreased in cycle two. In addition, teaching speaking by using cartoons could help the students speak easily. To look at more clearly, the progress of each cycle could be seen in following table.

Table 1: The result of students' scores in speaking tests

No	Scores (x)	Pre – Test Cycle I		Cycle I Test		Cycle II Test	
		Frequency (f)	Fx	Frequency (f)	Fx	Frequency (f)	Fx
1.	10	0	0	0	0	0	0
2.	15	0	0	0	0	0	0
3.	20	0	0	0	0	0	0
4.	25	0	0	0	0	0	0
5.	30	0	0	0	0	0	0
6.	35	0	0	0	0	0	0
7.	40	0	0	0	0	0	0
8.	45	1	45	1	45	0	0
9.	50	7	350	5	250	0	0
10.	55	12	660	3	165	0	0
11.	60	8	480	3	180	0	0
12.	65	3	195	1	65	0	0
13.	70	6	420	11	770	11	770
14.	75	2	150	7	525	20	1500
15.	80	0	0	6	480	6	480
16.	85	0	0	2	170	1	85
1	90	0	0	0	0	1	90

7.							
Total		**39**	**∑fx = 2300**	**39**	**∑fx = 2650**	**39**	**∑fx = 2925**
Average		**$\bar{x}$ = ∑fx/N = 59**		**$\bar{x}$ = ∑fx/N = 68**		**x = ∑fx/N = 75**	

Note: N = Total numbers of students (N=39)

In conclusion, assignment method and media could increase the students' speaking ability at one junior school in Merangin, Jambi.

Pre – Test

Pre – test was given before the treatments were done. Method was not explained to be tried. Students were instructed only to do the conversation in front of class, given by the teacher, titled"Childhood Experience". The results of the pre-test can be seen as in the table above. The average scores of students in pre – test was only 59, there were only 20% who succeeded in getting 70 – 100, while the remaining students about 80% got below 70 (0 – 69).

Cycle I

This cycle was the first step in giving treatment to the students to solve their problem in speaking. The theme for the first cycle was personal character in the cartoon film; the title was "Secret of the furious five". The average scores of students in test were only 68, thus, there were increasing 9 points from 59 in pre-test. From the table of the students' scores in cycle I test. It was not reach the KKM's score, which were 70. Fact showed that there were only 67% who succeeded in getting 70 – 100, while the remains students, 33% got below 70 (0 – 69).

After conducting the test and observation instrument as well, teacher collected the students' worksheet. In the remaining time, teacher gave conclusion, motivation, and homework.

Cycle II

This cycle was held to improve the students' scores and their motivation. This was expected to be able to solve the problems found in the previous cycle. The first step was by giving treatment to students in solving their problem in speaking. The theme for the second cycle was Guessing the main idea of the cartoon film, and the title was "Tarzan Part 1".

From the table of the students' scores in cycle II test. It could reach the *KKM*, ranging from 70. As the result, it showed that there were 100% who succeeded in getting 70 – 100%, while the remaining students got below 70 (0 – 69).

After conducting the test, filling observation instrument as well, teacher collected the students' worksheet. In the remaining time, teacher gave conclusion, motivation, and homework.

CONCLUSIONS

The purpose of this classroom action research was to examine whether the use of the English cartoons movies could increase the students' achievement in speaking ability at one Junior School in Merangin, Jambi. From the study utilizing two cycles consisted of four meetings, researcher had got some important findings. The findings were formed in qualitative and quantitative data. These data were taken and analyzed from researcher's observation, students' test, and reflection toward the cycles. Finally, it indicated that the cartoons media had proved to be able to improve the students' ability in speaking

After conducting the study by applying two cycles, it had found an enormous improvement. The improvements could be seen on students' speaking ability, motivation, and concentration. The average score from 59 in pre-test increased 9 points to 68 in cycle I test. It then increased 7 points to 75 in cycle II. So, the total increase of students' score throughout the test was 16 points.

At first, the students tended to worry about finishing their tests but At last, they seemed more enthusiastic. The increase of the students' scores and motivation was caused by the enjoyable material, and the ease of using cartoons. From these findings, researcher found some important conclusions such as; 1) by using cartoons, the students' ability in retelling the story could be improved; 2) the study had shown the effectiveness of retelling story in improving the students' ability in speaking English; 3) by giving the students more individual attention, they could be confident and it could motivate the students to learn speaking seriously.

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The Effect of Using Numbered Head Together Technique toward Students' Reading Comprehension on Narrative Text and Self- Confidence at the English Education Department of UIN Suska Riau

Nurdiana
State Islamic University of Sultan Syarif Kasim Riau
Nurdianaalda@gmail.com

ABSTRACT

The objectives of the research were to investigate the difference of students' reading comprehension on narrative text and self-confidence before and after being taught by using Numbered Head Together Technique and to investigate the effect of using NHT Technique toward students' reading comprehension of narrative text and self-confidence at the English Education. The research design was quasi experimental research. The sampling technique in this research was cluster-random sampling. Two groups (55 students) were invited to be samples. Data were collected using test and questionnaire. The data was analyzed using paired sample t test and independent sample
t test. The research found that there was significant difference of students' reading comprehension on narrative text after being taught by using NHT technique for experimental class and control class. It was also found that there was significant difference of students' self-confidence after being taught by using NHT technique for experimental and control class.

Key words: Numbered Head Together Technique, Students' reading comprehension on narrative text, Students' self-confidence

INTRODUCTION

Nowadays, English become more important in many fields, particularly in transferring science, technology, trades, politics, businesses, etc. It is used not only by native speakers but also by non-native speakers to communicate each other. Many experts divided language into four forms of language skills. These include listening, reading, speaking and writing.

Listening involves attentive, accurate mean and interpretation of what is heard. Reading involves both silent and oral reading. Speaking involves selection and organization of ideas, and the ability to communicate these ideas orally. And writing involves the way to express the ideas that come from mind in the writing form.

According to Lems, Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge (2010, p.33) It means that reading is a process that can make the readers use some strategies and also combines with their knowledge to comprehend something that they are reading.

Besides, Blachowicz and Ogle says that reading is essential. It is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read (Linse, 2005). It is important for the students to master reading because the goal of reading is to understand the texts and to be able to learn from the text.

Reading is not only a process to identify text structure, vocabulary, and grammar, but also understand the meaning of the text contextually.

In English education department of UIN Suska Riau, the students learn reading comprehension I at the first semester which consists of 4 credits, reading comprehension II at the second semester which consists of 2 credits and reading comprehension III at the third semester which also consists of 2 credits.

Based on the researcher's observation which has been done on September, 2013 by interviewing one of reading lecturer, some facts were found such as, reading has been taught by using various techniques, asking the students to read the text individually and answering the questions given. Sometimes, they were also asked to discuss the text in group and in pair, but they could not engage the students' self-confidence to participate in discussing the reading text. And also in teaching reading, the lecturers were often giving brainstorming, and ice-breaking activities.

Besides the researcher also found that the students did not want to participate in discussing, share the ideas after reading and did not feel that they have a good qualities in reading especially the narrative text.

The other fact is some of the students were not able to comprehend the narrative text. It made the students got many difficulties in reading activity and their difficulty in comprehending an English text make them slower in doing task given by lecturer because some of the students were not able to identify the generic structures of the text.

Reading is one of the basic subjects in English education. Teaching reading is very complicated when the lecturer does not prepare any technique in teaching process. In teaching reading, the lecturer asks the students to read the text silently and then the lecturer asks the students to do the task based on the reading material that they read.

Based on the preliminary study, the researcher got the information from the reading lecturers of English education of UIN Suska Riau that the students have low comprehension in reading narrative text and low self-confidence in participate in discussing and share the ideas. It can be seen in the following phenomena: some of students were not able to describe the meaning of new vocabularies in narrative text; they were not able to describe the topic in narrative text. The other reality is they were not able to describe the main idea in narrative text; they were not able to explain the orientation in narrative text; they were not able to explain the complication in narrative text; they were not able to explain the resolution in narrative text; they were not able to describe the language features in narrative text. Finally, it was found that the students were not able to devise the references in narrative text.

From the previous explanation, it can be seen that numerous activities and teaching strategies have been implemented by the lecturers in developing students' reading comprehension. Thus, the efforts of achieving the expectation of students' reading comprehension and their self-confidence have been conducted maximally. However, it is contrary to the facts of the students' reading comprehension and self-confidence at the English Education Department of UIN Suska Riau. Only few students are able to comprehend the narrative text and many of them have low self-confidence in reading.

In order to solve problems found in reading comprehension of undergraduate students, many teaching ways have been given. To improve the students' reading comprehension on narrative text needs an appropriate technique helping them as a solution for their problems. In this case, the researcher will offer and apply Numbered head together technique.

Kagan says that numbered head together will make students share information each other, listen carefully, speak and answer the question carefully, so students are more active in learning process. This technique has the purpose to give opportunity to student to allot ideas each other and consider most precise answer and also it is reached through interdependence among all group members rather than working alone.

Reading Comprehension is one of some uses of Numbered Head together technique (Slavin,2005): "Reading Comprehension. Comprehension questions can be posed to groups, and students can work together to find the answers. For example, when reading a story, students can be given the task of analyzing one of the characters. They can be asked questions such as, "Which character traits are stated directly, and which are implied by the author?" and "What information do you get from the character's speech and actions?"

There are some advantages of numbered head together; they are the students will have high confident, tolerance and sensitivity and also can increase the students' achievement.

Based on the explanation above, the researcher is interested in conducting a research entitled "The effect of using Numbered Head Together technique toward students' reading comprehension on narrative text and self-confidence at English Education Department of UIN Suska Riau.

PROBLEM OF THE RESEARCH

Statement of the problem

In this research, the researcher focused on students' reading comprehension on narrative text. The researcher thought that students' reading comprehension especially on narrative text were still low. It proved that the phenomena which the researcher found in observation.

Based on the information which the researcher got from Reading lecturers, they have applied various techniques in teaching reading but students' reading comprehension still have problems, like in finding topics, main ideas, the generic structures of narrative text and etc.

Finally, this research were conducted at English Education Department of UIN Suska Riau because the researcher also teaches reading subject at UIN Suska Riau. So, the researcher thought that English Education Department of UIN Suska Riau is better place for conducting this research because it can be done while teaching.

Limitation of the problem

This research investigated the effect of using Numbered Head Together technique toward students' reading comprehension on narrative text and self-confidence. This research limited in focusing on students' reading comprehension on narrative text and self-confidence in reading the narrative text. The third semester students who joined in the reading class were invited in this research as the first participants, while the second participant of this research was one of the reading lecturer of English Education Department of UIN Suska Riau.

Research Questions

In this research, the research questions were formed based on the problems stated after considering the limitation of the problems. Furthermore, it had formulated several research questions, as follows :

a. Was there any significant difference of students' reading comprehension on narrative text before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class?
b. Was there any significant difference of students' reading comprehension on narrative text after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class?
c. Was there any significant difference of students' self-confidence before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class?
d. Was there any significant difference of students' self-confidence after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class?
e. Was there any significant effect of using numbered head together technique toward students' reading comprehension on narrative text for experimental class?
f. Was there any significant effect of without using numbered head together technique toward students' reading comprehension on narrative text for control class?
g. Was there any significant effect of using numbered head together technique toward students' self-confidence for experimental class?
h. Was there any significant effect of without using numbered head together technique toward students' self-confidence in control class?

Objectives of the study

a. To investigate the difference of students' reading comprehension on narrative text before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class
b. To investigate the difference of students' reading comprehension on narrative text after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class
c. To investigate the difference of students' self-confidence before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class
d. To investigate the difference of students' self-confidence after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class
e. To investigate the effect of using numbered head together technique toward students' reading comprehension on narrative text for experimental class
f. To investigate the effect of without using numbered head together technique toward students' reading comprehension on narrative text for control class

g. To investigate the effect of using numbered head together technique toward students' self-confidence for experimental class
h. To investigate the effect of without using numbered head together technique toward students' self-confidence for control class

DISCUSSION

The History of Numbered Head Together

Numbered Head Together is introduced firstly by Spencer Kagan et al (1995). Structure of numbered head together is one of the cooperative learning. Numbered head together is designed to influence students' interaction pattern particularly. The structure is developed as alternative technique in the traditional classroom such as raising your hand firstly then the teacher point one student to answer the question.

The technique will make noisy in the classroom because all of the students want to answer the question from teacher. Kagan also says that numbered head together will make students share information each other, listen carefully, speak and answer the question carefully, so students are more active in learning process.

Numbered Head Together is one of the techniques that guides students' activity in search, produce and inform the information from some recourse and then inform them in front of the class. Then, Numbered Head Together is a type cooperative learning that has a simple structure that consists of some steps. These steps will be used to review facts and basic information to set students' interaction.

Numbered head together is used to develop students' understanding about the material and to check their understanding about the topic. Besides, numbered head together to develop students' group work. Numbered head together is a structural inquiry that is designed to make the students more active in teaching and learning process, the students understand and study more and check their understanding about the topic.

The Concept of Numbered Head Together

The numbered head together (NHT) technique developed by Spencer Kagan (1995) This technique gives opportunity to the students to allot ideas each other and consider most precise answer. Besides, this technique also pushes the students to improve the spirit of their job. This technique can be used for all age levels.

Besides Slavin (1995) states that Numbered head together emphasies at aspect of social by using small group which consists of 4-6 equal students to yield student conception challenge and idea as element the key. This technique has lead number gives opportunity to student to each other to consider most precise answer and also to give amenity in division of duty. Lie (2007) states that the students learn to execute personal responsibility of him in each other related to his group friends.

The numbered head together is one of the types of co-operative emphasizing at special structures which designed to influence students' interaction patterns in owning target to improve domination of content of academic.

While Kagan (1995) states that applying numbered head together refers to entangle the more students in analyzing items which come within in a Lesson checked the understanding of them concerning Lesson content. In the place of direct question for all class, teacher use four step as following:

Step 1: Numbered

Teacher divides the students into groups which have member to 3-6 people and every group member is given the number 1-6.

Step 2: Raising question

Teacher raises a question to the students, question can vary, specific, and in the form of interrogative sentence.

Step 3: Think together

Students unite opinion to that question answer, and realize every member in the team has known that answer.

Step 4: Answer

Teacher calls a selected number, then the student which had the number according to the making gestures and try to answer questions to all classes.

Step 5.Giving the Conclusion

Conclude end answer of all questions related to presented items.

Step 6.Giving Reward (Kagan, 1992)

Numbered Heads Together was more effective than traditional methods in raising social studies achievement for third grade low to middle income students. The study found that Numbered Head Together enabled more achievement to occur than traditional methods (Maheady, Mallette, Harper and Sacca, 1991)

Brown (1991, p.173) also states that numbered head together is generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It means that in teaching English reading at the second semester students of English education department, the students are divided into groups. They have heterogeneous students that have different level academic abilities, such as high level, middle level, and lowest level, gender, such as male and female, ethnics such Javanese, Malay, Sakai, etc.

Based on the explanation above every student would help each other on their group. They must share their ideas in group. The students that have high level of academic abilities can help the students that have low level of academic abilities. And in the cooperative there is no competition. All of them must have positive thinking. They solve the material together, and have the same objective to be successful. It is hoped that teaching English reading at the second semester of English education department can be successful; make the students to be active.

Small group should be used to increase efficiency working in autonomous small groups work free the teacher to help the individual students with problems. Numbered head together would allow students to recognize and work with the strength of others. The students within a group could help each other; explanation that students provide for one another would help to increase their learning. Group discussion would help students in their planning and discussion skills.

To be affective in cooperative, groups cannot be used simply as organizational features of the classroom. Students must practice based on the individual often hindered effective development of learning from talking place among students for teacher attention and help at the same time. In cooperative learning, there is a process skill groups, discussions within groups that lead to positive task achievement follow a developmental pattern and required particular support. Upon assignment of a well defined of task group members spend time clarifying what they have been asked to do.

Task achievement is not simply a matter receiving help, but of receiving high level of explanation or elaboration; responses or elaboration; responses must be

sensitive to the students' level of need. The students who do not work effectively within the group will not provide this sensitivity.

This cooperative learning strategy promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. The students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material. Group learning methods encourage students to take greater responsibility for their own learning and to learn from one another, as well as from the instructor (Terenzini and Pascarella, 1994).

Numbered head together is one of the techniques that includes effective teaching. Group work is the organization of the students into small group to work on class assignment or project. Numbered head together activity is using communicative approach. In the group work activity, it is expected that the teacher's role in teaching and learning is less dominant. Numbered head together provides the students with an environment within which they can learn English reading.

Based on the explanation above, every group is divided become heterogeneous way, every student understands about subject. Numbered head together is a successful teaching strategy in small teams. Every student has a sdifferent level ability, such as the high level, the middle level, and the lowest level, gender, such as male, and female, ethnics such as Malay, Javanese, and etc. each number of teams is responsible for their material.

The goal of numbered head together, that is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goal. 'Cooperative technique does not take place in a vacuum' not all groups are cooperative groups. Putting groups together in a room does not mean cooperative learning is taking place (Johnson Dw and Rt, 1999). It means that, basically cooperative learning is not different from group work.

There are several characteristics that compare cooperative learning with other cooperative rewards, every student has a role and individual responsibility, and has the same objective to be successful.

Based on the explanation above, it can be assumed that cooperative learning in numbered head together is a learning model group that every group has heterogeneous member. They also have individual purpose in a group to be successful. There are interaction among students. They have responsibility for their study.

There are three purposes of numbered head together such as achievement academic, reception many kind of opinion and develop social academic; Numbered head together can increase students' achievement and change behavior. Beside that numbered head together can help the other friends that have low grade. It Receives many kinds of opinion; in cooperative learning, the skills (Arends, 1997). Students' achievement can be developed and changed their ideas or opinion in a group. They can share their problem with their group that has different background and condition. Develop social skill; by using numbered head together in the study the students can develop their social skill because they always share in a group with their friends.

The Advantages of Numbered Head Together in Teaching and Learning Process

There are several advantages of cooperative learning with numbered head together.

1. When done properly, group work teaches individual responsibility for learning.

2. Groups can be more productive and efficient than individual learning for some tasks and for some students (e.g. extroverts).
3. Cooperative learning allows students to share information, strategies, and personal experiences.
4. Group work often enhances interest in a subject and motivation for learning a subject.
5. Group work often saves time compared to doing a task on one's own.
6. Group work often acts as a stress-release before an exam or major assignment.

Group work helps to divide large assignments into more manageable tasks. Through cooperative learning technique, students can become real partners in the learning enterprise. Since most consequential problems are solved via collaboration. The students who learn to work together in an educational setting are better prepared to meet life's obligations. Through cooperative learning techniques, the learners are asked to do things in the EFL classroom that they are asked to do in real life take charge of and responsibility for their own learning.

According Lundgren in Ibrahim (2000 p.18) in Herdy (2009), there are some advantages of numbered head together, such as :

1. High confident
2. Improve Repairing attendance
3. Acceptance to individual become more big
4. Behavior bother to become more small
5. Conflict among person decrease
6. More circumstantial understanding
7. Improving kindliness of kindness, tolerance and sensitivity
8. High achievement

Variation in Numbered head together :

1. After the students answer the question, the teacher can ask the agreement of the other group about the answers by using yes or not
2. All of the students can answer question together
3. The students that have given opinion can write the answer on the whiteboard or on the paper at the same time
4. Teacher can ask other students to add the answer when the answer is not complete yet

Reading Comprehension on Narrative Text

Comprehension is the process of making sense words, sentences, and connected text. Phang (2011, p.15) stated that comprehension is the process of deriving meaning from connected text. It involved word knowledge as well as thinking and reasoning. Readers must use the information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. Snow and Chair (2002, p.11), she mentioned that comprehension entailed three elements :

a. The reader who is doing the comprehension
b. The text is to be comprehended
a. The activity in which comprehension is a part

Comprehension was an activity where reader must be able to interpret and alter what he/she reads in accordance with his/her prior knowledge about the text. Therefore, reading comprehension means understanding what has been read. It was an active processed that depend not only on comprehension skill, but also in readers' experiences and prior knowledge.

In this case, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get information and the meaning of the texts. There are some common narrative genres include detective fiction, historical narratives, memoirs, science fiction, fables and myths (Philips, 1999). All of the narrative text types have the social purpose to entertain and instruct the reader. The generic structures of narrative text consist of three parts: orientation, complication/problems, and resolution (Sudarwati and Grace, 2007)

a. Orientation. To describe scenes and introduce the characters, setting, and time or the story are established. Usually answer who, when or where
b. Complication. To begin where there is a problem encountered by the character
c. Resolution is the character finds the solution of the problem. The complication may be resolved for better or worse / happily or unhappily.

Self-confidence

Brown (2001, p.62) defines Self-confidence is learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task. Self-confidence is one of thing which is very important to be owned by each student in learning process especially in reading, because without having that thing, the students will be difficult to participate in learning and express the ideas in discussion.

Self-confidence is one of the things which is very important to be owned by each student in learning process. Many impacts that the students feel when they have low self-confidence are: shyness, communication difficulties, social anxiety, lack of assertiveness.

Besides, a student lacking self-confidence might not stand up and ask the teacher to explain once more even though he is struggling to get a concept right. This creates obstacles to their learning, as many things remain unclear to them that require further guidance by the teacher.

Some steps to build students' self-confidence (Miller, 2013)

Step 1: Provide positive feedback to your students when appropriate.

Tell them when they've done a good job on an exam or report. Children thrive on praise and will push themselves to do well if they know you will be proud of them for their achievements. According to Merrill Harmin and Melanie Toth (2013) in their book "Inspiring Active Learning: A Complete Handbook for Today's Teachers," validating your students by smiling at them or letting them know you are happy to see them will also help them to feel worthwhile and appreciated.

Step 2: Give only genuine praise.

If you provide empty praise, they will not feel as motivated to push themselves harder.

Step 3: Set realistic goals for each student.

Recognize that every child is different and has different learning capabilities. Make goals realistically achievable so that children will feel a sense of accomplishment when the goal is completed. Don't make tasks too easy or too challenging.

Step 4: Use teaching strategies that provide an opportunity for equal participation.

For example, in a gym class, make sure all students get equal playing time. In the classroom, arrange chairs in a circle so that all students have the opportunity to make eye contact with each other. According to Barbara Gross Davis in her book "Tools for Teaching," inviting each student to participate conveys the message that you value them as individuals with their own unique strengths and weaknesses. The students learn confidence from trying to answer questions and solve problems on their own.

Step 5: Create an open, positive environment for learning.

Get to know your students on an individual level. Call them by name when you ask them a question. Give them credit for trying even when they give the wrong answer. According to author Davis, a learning environment where children feel safe to express themselves stimulates curiosity and the desire to learn which, in turn, develops confidence.

Step 6: Show enthusiasm for the subject you are teaching and for your students' success.

Hypothesis of the Research

H_{o1}: There is no significant difference of students' reading comprehension on narrative text before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class.

H_{a1}: There is significant difference of students' reading comprehension on narrative text before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class.

H_{o2}: There is no significant difference of students' reading comprehension on narrative text after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class .

H_{a2}: There is significant difference of students' reading comprehension on narrative text after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class.

H_{o3}: There is no significant difference of students' self-confidence before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class

H_{a3}: There is significant difference of students' self-confidence before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class

H_{o4}: There is no significant difference of students' self-confidence after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class

H_{a4}: There is significant difference of students' self-confidence after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class.

H_{o5}: There is no significant effect of using numbered head together technique toward students' reading comprehension on narrative text for experimental class.

H_{a5}: There is significant effect of using numbered head together technique toward students' reading comprehension on narrative text for experimental class.

H_{o6}: There is no significant effect of without using numbered head together technique toward students' reading comprehension on narrative text for control class.

H_{a6}: There is significant effect of without using numbered head together technique toward students' reading comprehension on narrative text for control class.

H_{o7}: There is no significant effect of using numbered head together technique toward students' self-confidence for experimental class.

H_{a7}: There is significant effect of using numbered head together technique toward students' self-confidence for experimental class.

H_{o8}: There is no significant effect of without using numbered head together technique toward students' self-confidence in control class.

H_{a8}: There is significant effect of without using numbered head together technique toward students' self-confidence in control class.

RESEARCH DESIGN

The design of this research was a quasi-experimental research. According to Gay and Airasian (2000, p.394) in order to receive permission to use schoolchildren in a research, a researcher often has to agree to keep students in existing classrooms intact. Thus, entire classrooms, not individual students, are assigned to treatments. In this research, the researcher used pre- and posttest design. In conducting this research, two classes of the third semester students of English education department of UIN Suska Riau which consisted of 55 students where 28 students for control class and 27 students for experimental class will be participated. The researcher assigned both groups, administer a pretest to both groups, conduct experimental treatment activities with the experimental group only and then administer a posttest in order to assess the differences between the two groups.

In collecting the data, the researcher used two kinds of techniques. They are as follow: 1. Reading test

The test was used to find out the students' reading comprehension on narrative text. The reading test was divided into two kinds:

a. Pre-Test

Pre-Test was used to collect data about students' reading comprehension on narrative text. The test was administrated before conducting the treatment to both classes; the experimental class and the control class.

b. Post-Test

Post-Test was used to collect data about student's reading comprehension on narrative text. The test was administered to both classess; experimental class and the control class after conducting treatment.

2. Questionnaire

Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. It was used to get the data about the students' self-confidence and used before and after the treatment.

Furthermore, the data will be analyzed by using statistic software which is SPSS 20 version. The different mean is analyzed by using independent sample T-test formula which the samples that must be measured: post-test of control group and post-test of experimental group which they do not correlate each other. The t-test is employed to see whether there is a significant difference between the mean score of both experimental and control class or not. While to measure the effect, the researcher will use Paired sample T-Test. Meaning that the sample that must be measured: pre-test and post-test of experimental group which they correlate each other or the same samples. Afterward, according to pallant (2010) it is better to find the effect size of T-test by following formula:

$$\tilde{\omega}^2 = \frac{t^2}{t^2+n-1}$$

eta-squared = $\tilde{\omega}^2$ *x 100%* Where: $\tilde{\omega}^2$: Coefficient

RESEARCH FINDINGS

Based on the eight hypothesis of the problem and objectives of this study, the last findings of the research concluded as follows:

Table I: The Analysis of Independent Sample T-Test of Pre-Test Score between Experimental and Control Class

Independent Samples Test

Pretest Group	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
	.309	.581	1.496	53	.141	1.64058
			1.495	52.720	.141	1.64058

Based on Independent T-test analysis for pre-test reading comprehension of experimental and control groups on Table I above, it showed that no significant difference was found at pre-test reading comprehension between experimental and control classes. T-test result was 1.49, its df was 53, significance was 0.581, mean difference was 1.640, standard error was 1.096, the lower difference interval was 0.559 and the upper difference interval was 3.84. So, in the conclusion p = 0.141, the 2-tailed value was more than 0.05 (p>0.05). The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both classes were equivalent before giving the treatment at the third semester of UIN Suska Riau.

Based on the analysis of Table I, the first hypotheses Ha1 is rejected and Ho1 is accepted. So, it can be concluded that "There is no significant difference of students' reading comprehension on narrative text before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class of the third semester students at English Education Department of UIN Suska Riau".

Table II :The Analysis of Independent Sample T-test of Post-test score between Experimental and Control class

Independent Samples Test

Post-test	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
	.491	.486	8.918	53	.000	11.01
			8.903	52.11	.000	11.01

Based on Independent T-test analysis for post-test reading comprehension of experimental and control classes on Table II above, it showed that there is significant difference was found at post-test reading comprehension between experimental and control classes. T-test result was 8.918, its df was 53, significance was 0.486, mean difference was 11.019, standard error was 1.235, the lower difference interval was 8.54 and the upper difference interval was 13.49. So, in the conclusion p = 0.000, the 2-tailed value was smaller than 0.05 (p<0.05). The result showed that the mean scores did differ much between both classes. It could be determined that the subjects in both classes were not equivalent after giving the treatment at the third semester of English education department of UIN Suska Riau.

Based on the analysis of Table II, the second hypotheses Ha2 is accepted and Ho2 is rejected. So, it can be concluded that "There is significant difference of students' reading comprehension on narrative text after being taught by using numbered head together technique for experimental group and non-treatment of numbered head together technique of the third semester students at English Education Department of UIN SUSKA Riau".

TABLE III:The Analysis of Independent Sample T-test of Pre-questionnaire score between Experimental and Control Class

Independent Samples Test

Pre-Questionnaire	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference
	.0005	.943	1.74	53	.087	2.32619
			1.73	52.33	.088	2.32619

Based on Independent T-test analysis for pre-questionnaire self-confidence of experimental and control groups on Table III above, it showed that no significant difference was found at pre-questionnaire self-confidence between experimental and control classes. T-test result was 1.741, its df was 53, significance was 0.943, mean difference was 2.326, standard error was 1.335, the lower difference interval was -0.353 and the upper difference interval was 5.00. So, in the conclusion p = 0.087, the 2-tailed value was more than 0.05 (p>0.05). The result showed that the mean scores did not differ much between both classes. It could be determined that the subjects in both classes were equivalent before giving the treatment at the third semester of UIN Suska Riau.

Based on the analysis of Table III, the third hypotheses Ha1 is rejected and Ho1 is accepted. So, it can be concluded that "There is no significant difference of students self-confidence before being taught by using numbered head together technique for

experimental class and non-treatment of numbered head together technique for control class of the third semester students at English Education Department of UIN Suska Riau".

TABLE IV:The Analysis of Independent Sample T-test of Post-questionnaire score between Experimental and Control Class at third semester of English Education Department of UIN SUSKA RIAU

Independent Samples Test

Post-Questionnaire	F	Sig.	T	Df	Sig.(2-tailed)	Mean Difference
	.076	.784	8.349	53	.000	11.2059
			8.325	51.18	.000	11.2059

Based on Independent T-test analysis for post-questionnaire self-confidence of experimental and control classes on Table IV above, it showed that there is significant difference was found at post-questionnaire self-confidence between experimental and control classes. T-test result was 8.349, its df was 53, significance was 0.784, mean difference was 11.205, standard error was 1.342, the lower difference interval was 8.513 and the upper difference interval was 13.898. So, in the conclusion p = 0.000, the 2-tailed value was smaller than 0.05 ($p<0.05$). The result showed that the mean scores did differ much between both classes. It could be determined that the subjects in both classes were not equivalent after giving the treatment at the third semester of UIN Suska Riau.

Based on the analysis of Table IV, the fourth hypotheses Ha4 is accepted and Ho4 is rejected. So, it can be concluded that "There is difference of students' self-confidence after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class of the third semester students at English Education Department of UIN Suska Riau".

TABLE V:The Analysis of Paired Sample T-test Between Pre-test and Post-test on Students' Reading Comprehension for Experimental Class

Paired Samples Test

Pre-test and Post-test experiment	Mean	Std. Deviation	T	df	Sig. (2-tailed)
	15.7414	6.2197	13.151	26	.000

From the table V above, the output of paired sample test showed that the t-test result was 13.151, its df was 26, significance was 0.000, mean difference was 15.741, standard error mean was 1.196, the lower difference interval was 18.201 and the upper difference interval was 13.281.

The result of data analysis is based on inferential statistics which has identified that after conducting the treatment for 6 meetings by using Numbered Head Together (NHT) Technique can improve 87% on the reading comprehension on narrative text. Therefore, the Ho5 hypothesis is rejected and Ha5 is accepted that there is significant effect of using numbered head together technique toward students' reading comprehension on narrative text for experimental class.

TABLE VI:The Analysis of Paired Sample T-test between Pre-test and Post-test on Students' Reading Comprehension for Control Class

Paired Samples Test

Pre-test and Post-test Control	Mean	Std. Deviation	T	df	Sig. (2-tailed)
	6.3628	2.6191	12.855	27	.000

From the table VI above, the output of paired sample test showed that the t-test result was 12.855, its df was 27, significance was 0.000, mean difference was 15.741, standard error mean was 0.494, the lower difference interval was 7.378 and the upper difference interval was 5.347.

The result of data analysis is based on inferential statistics which has identified that after conducting the treatment for 6 meetings by without using Numbered Head Together (NHT) Technique can improve 86% on the reading comprehension in narrative text. Therefore, the Ho6 hypothesis is rejected and Ha6 is accepted that there is significant effect of using numbered head together technique toward students' reading comprehension on narrative text for control class.

TABLE VII:The Analysis of Paired Sample T-test Between Pre-questionnaire and Post-questionnaire on student self-confidence for Experimental Class

Paired Samples Test

Pre and Post Questionnaire	Mean	Std. Deviation	T	df	Sig. (2-tailed)
	10.1333	6.5454	8.044	26	.000

From the table VII above, the output of paired sample test showed that the t-test result was 8.044, its df was 26, significance was 0.000, mean difference was 10.133, standard error mean was 1.259, the lower difference interval was 12.722 and the upper difference interval was 7.544.

The result of data analysis is based on inferential statistics which has identified that after conducting the treatment for 6 meetings by using Numbered Head Together (NHT) Technique can improve 71% on the student self-confidence. Therefore, the Ho7 hypothesis is rejected and Ha7 is accepted that there is significant effect of using

numbered head together technique toward students' self-confidence for experimental class.

TABLE VIII:The Analysis of Paired Sample T-test Between Pre-questionnaire and Post-questionnaire on student self-confidence for Control Class

Paired Samples Test

Pre and Post Questionnaire	Mean	Std. Deviation	T	df	Sig. (2-tailed)
	1.25357	1.99508	3.325	27	.003

From the table VIII above, the output of paired sample test showed that the t-test result was 3.325, its df was 27, significance was 0.003, mean difference was 1.253, standard error mean was 0.377, the lower difference interval was 2.027 and the upper difference interval was 0.479.

The result of data analysis is based on inferential statistics which has identified that after conducting the treatment for 6 meetings without using Numbered Head Together (NHT) Technique can improve 29% on the student self-confidence. Therefore, the Ho8 hypothesis is rejected and Ha8 is accepted that there is significant effect of without using numbered head together technique toward students' self-confidence in control class.

CONCLUSION

The main goal of the research was to explore the effect of Numbered Head Together (NHT) Technique toward students' reading comprehension on narrative text and Self-confidence at English Education Department of UIN Suska Riau.

This research was conducted for 6 meetings (one meeting for giving pre-test, four meetings for conducting the treatment and one more meeting for giving pos-test) at English Education Department of UIN Suska Riau. The research design was a quasi-experimental research of the pre-test-post-test and pre-questionnaire and post-questionnaire single group design which were based on Campbell and Stanley (1963), Gay and Airasian (2003); Haslam and McGarty(2003).

Based on the eight hypothesis of the problem and objectives of this study, the last findings of the research concluded as follows:

1. The first hypothesis of this research showed that Ho1 is accepted and Ha1 is rejected, so it can be concluded that "There was no significant difference of students' reading comprehension on narrative text before being taught by using numbered head together technique for experimental group and non-treatment of numbered head together technique of the third semester students at English Education Department of UIN Suska Riau".
2. The second hypothesis of this research showed that Ho2 is rejected and Ha2 is accepted. It could be concluded that "there was significant difference of students reading comprehension on narrative text after being taught by using numbered head together technique for experimental group and non-treatment of numbered

head together technique of the third semester students at English Education Department of UIN Suska Riau".

3. The third hypothesis of this research showed that Ho3 is accepted and Ha3 is rejected, so it can be concluded that "There was no significant difference of students' self-confidence before being taught by using numbered head together technique for experimental group and non-treatment of numbered head together technique for control group of the third semester students at English Education Department of UIN Suska Riau".
4. The fourth hypothesis of this research showed that Ho4 is rejected and Ha4 is accepted. It could be concluded that "there was significant difference of students' self-confidence after being taught by using numbered head together technique for experimental group and non-treatment of numbered head together technique for control group of the third semester students at English Education Department of UIN Suska Riau".
5. The result of data analysis was based on inferential statistics which has identified that after conducting the treatment for 6 meetings by using Numbered Head Together (NHT) Technique could improve **87%** on reading comprehension in narrative text of the third semester at English Education Department UIN SUSKA Riau, it can be concluded that there was significant effect of using numbered head together technique toward students' reading comprehension on narrative text for experimental group.
6. The result of data analysis was based on inferential statistics which has identified that after conducting the non-treatment 6 meetings by without using Numbered Head Together (NHT) Technique could improve **86%** on reading comprehension in narrative text of the third semester at English Education Department UIN Suska Riau. Therefore, it concluded that there was significant effect of without using numbered head together technique toward students' reading comprehension on narrative text for control group.
7. The result of data analysis was based on inferential statistics which has identified that after conducting the treatment for 6 meetings by using Numbered Head Together (NHT) Technique could improve **71%** on students self-confidence of the third semester at English Education Department UIN Suska Riau. Therefore, it concluded that there was significant effect of using numbered head together technique toward students' self-confidence for experimental group.
8. The result of data analysis was based on inferential statistics which has identified that after conducting the non-treatment for 6 meetings by without using Numbered Head Together (NHT) Technique could improve **29%** on students self-confidence of the third semester at English Education Department UIN SUSKA Riau. Therefore, it concluded that there was significant effect of without using numbered head together technique toward students' self-confidence in control group.

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The form of this research was quasi-experimental research. It was conducted for 6 meetings; one meeting for giving pre-test, four meetings for conducting treatment and one more meeting for giving post-test.

Adopting Circle Of Courage Model To Cope With An Unmotivated Teenager Student Who Was Addicted to Online Games

Dewi Sari Wahyuni
STMIK AMIK Riau

ABSTRACT

In a class full of highly motivated students, an unmotivated one was a problem to deal with. Being absent 6 times in a row since the first meeting to play online games at the internet cafe, this student deceived his parents by pretending to attend the class. The involvement of parents in settling the case brought in unsatisfying result. As an addicted online gamer, he was trapped in his own world and refused to participate in classroom activities. The teacher, then, set the parents free from the case. By applying Brendtro's approach which is based on the Circle of Courage (belonging, mastery, independence and generosity) the teacher managed classroom activities to cover those 4 growth needs of teenagers. It took 6 meetings afterwards that he began to engage himself with the classroom activities. In supportive and positive classroom environment, he started to open himself to communicate and participate in classroom.

Keywords: Circle of Courage, Unmotivated Teenager Student

Teaching in this 21st century has different atmosphere than that is in the previous centuries. As there are lots of distractions as a result of using gadgets or any technology tools that have already part of students as well as teachers' lives, engaging in teaching and learning process can sometimes be challenging.

However, technology integration is something that cannot be hidden anymore. As digital native students see that there is no use to attend the class for they easily get information just by their finger tips, the teacher role should be no longer merely as source of information, but also as a support to students in developing their learning autonomously.

The problem occurs when these teenager students are being too addicted to online things, such as games, social media, and any other usage. In balance, these activities have positive impact. Conversely, too much of the said activities with lack of parental control might ruin students' motivation in learning. All that they get is simply entertaining, indeed, while it is engaging that should be proposed.

This simple action research was actually done as an anticipation to the problem that the researcher as teacher faced in her own classroom. There was a student who was, indeed, introverted and burried himself into his own world by avoiding social contact with others. Too much online games had made him lived in cyberspace and it was hard for him to deal with the fact that he, whether, liked it or not, was part of the real world.
It was started when the researcher had this class of English for Teen, level-4 (ET-4) at LBPP LIA Pekanbaru. This targeted student missed the first meeting. It was still tolerated until he missed three (3) classes in a row. The management was asked to inquire his parents. Somehow, the contact could not be reached. There were many possibilities implied at that time. The said student did not belong to the class, he (and

probably his parents) finally decided to quit from the course, or he did come to LBPP LIA Pekanbaru's building although he never reached the class (this happened previously to several students), etcetera.

His name was so familiar for several students. Since the teacher kept questioning whether other students ever knew or saw him, some students said that they ever saw him somewhere in the building. These students happened to go to the same school with them. They also told the researcher that he had sister that also went to LBPP LIA and they claimed that they know his parents. At the 6th meeting, finally the researcher met his mother. As this mother was informed that her son had been absent for six times, she was terribly shocked. She informed that she always delivered him before the class and picked him up after the class.

When finally this student was caught in the act by his mother and the researcher, he did not cooperate with. His mother was furious and was so sure that he must have gone to the nearest internet cafe for playing online games. He did not even answer any single questions thrown to him. Instead, he kept silent in ignorance. One cooperative respond was only 'a nod' when he was asked whether he went to the internet cafe or not. The mother said that he was badly addicted to the online games. Unlike his sister, his achievement at school was not as good as his sister, although he was not a weak student. Almost all of his school teacher complained about his ignorance toward school activities.

His situation was getting more complicated when his mother threatened him to tell his father about his being absent. She also reminded him of what punishment that he would absolutely get from his father. There were no significant change in his reaction to all of his mother's anger and threat. He kept silent and looked around indifferently. Trying to calm the mother down, the researcher asked her to wait outside the class. This student who was still in the classroom was asked by the researcher regarding his willingness to continue taking the course or not. Open ended question was not effective because he managed to say nothing. Then, the researcher changed the question into yes/no question. To the researcher surprise, he nodded his head as an answer that he wanted to continue joining the course.

Realizing that there would be some problems that this students and his classmates may face in the classroom, some plans had been made by the researcher to anticipate. Adopting Circle of Courage approach was chosen for it is considered as an appropriate approach. This approach usually works to assist even to what is called dangerous teenager (Brentro, 1990). There are four components in this Circle of Courage which is also, sometimes called, the wheel of medicines:

1. Belonging : Seeking to understand the degree to which a person like they belong is crucial. All of us need to feel part of a family, a group of friends and collegues, or just that we have an important role to play in our world.
2. Independence : Potentially the most divisive need held by teenagers and youth alike. We all need to feel not just free to make choices, but that we are trusted to make decisions that impact us by those around us.
3. Mastery: Young people all enjoy doing what they are good at. Everyone has a skill (and probably several!) that others will value in them, and that may be worth developing now and into the future. Mastery is the key to building confidence purpose and satisfaction with one's vision for life.
4. Generosity: Looking forward to making positive contributions to the lives of others is the heart of what generosity is about. This need is often the last to be

acknowledged in teenagers and youth, but no less important. When we are motivated to help others feel good, our own sense of well-being cannot help but be enhanced.

Moreover, McIntyre in his website which also discusses this wheel of medicines, http://www.behavioradvisor.com/CircleOfCourage.html, stated that The Circle of Courage model provides educators with an evidence-based, proven approach for reaching and teaching teenager with severe emotional and behavioral disorders. It integrates research on positive teenager development with the best of positive thought, professional wisdom, and educational practice.

1. Belonging/Attachment: This lynchpin character need is met by being prosocially connected to significant others; having a sense of emotional connection to individuals singly or in groups (clubs, teams, interest groups, family, supportive people). Having emotionally healthy and secure bonds with others promotes feelings of positive self-worth, preparing teenagers to form these same nurturing attachments with decent, upright people in the future.
2. Mastery/Achievement: When one can take pride in one's competence in areas of strength, there is a willingness to undertake the learning of new skills and knowledge bases, thus making one more capable and willing to undertake more new challenges. Overseen by mentors, talents develop in a self-managed, non-braggart type of teenagers.
3. Independence/Autonomy: Teenagers need opportunities to develop self-sufficiency and self-governance. This is accomplished by being given opportunities to accept responsibility, and prove oneself trustworthy. From these learning experiences, teenagers develop the ability to self-manage their actions and make good choices. They learn how their decisions influence their destiny.
4. Generosity/Altruism: Teenagers need opportunities to engage in helpful and thoughtful behaviors. By helping individuals and groups who live in their immediate world (without expectation of payment), teenagers develop and strengthen a helpful inclination.

As the researcher planned to incorporate this approach in classroom activities, she started to discuss new additional contract with the whole class when the targeted student finally attended the class at 7th meeting. The contract had been discussed previously at the first meeting. Since he was not there at that meeting, he needed to understand it without being told. The students, and surely, he was on the exception were so exciting in determining an a tied agreement of consequences of not using English, bullying others and saying inapproriate words or swearing in the classroom.

Two first components of Circle of Courage were adopted in this activities; belonging and independence. Belonging refers to students trying to comprehend that they belong to the class. The class is their big family and they are part of it. Every students undeniably have crucial role. The targeted student was there. He sticked himself to his chair, did not say anything. But the researcher knew that he learned from the discussion and the participation of other students, as they were deliberately given chance both to make their own choices and to be given reliance make up their mind on the things which they determine and deal with. This incorporate the second component of Circle of Courage that is independent.

The rest of the components which are, ‘mastery’ and ‘generosity’ were incorporated during classroom activities ahead. It took times to be able to to get and acquire them. The researcher believed that the positive attitude of students and

classroom environment as a whole helped the targeted student to change and improve himself to be a better person.

METHOD

The researcher applied action research in this case for it has an applied focus (Cresswell, 2008). Moreover, Cresswell added that this kind of research refers to specific, practical issue and search for solutions to a problem. In this case the issue was so specific that the researcher focused on changing the targeted student's behavior to cope with his learning environment.

Mills (2000) supported that action research designs are systematic procedures done by teachers to gather information about, and subsequently improve their teaching and their student learning. Action research that had been done in this research was Practical Action Research which is due to assist targeted student whom dealt with his particular problems with a purpose to improve his learning (Schmuck, 1997).

Furthermore, by referring to Dialectic Action Research Spiral by Mills, the researcher carried out the following procedures:

- Identifying an area or focus
  This process involves defining an area of focus, doing self-reflection and description, reviewing the literature, and writing and action plan to guide the research.
- Collecting data
  Collecting data by gathering multiple sources of data and by using a variety of inquiry tools.
- Analizing and Interpreting Data
  Analyzing includes identifying themes, asking key questions, doing an organizational review, engaging in concept mapping, while interpreting involves extending the analysis by raising questions, connecting findings to personal experiences, seeking the advice of critical friends, and contextualizing the findings in literature and theory.
- Completing an Action Plan
  Completing an action plan which resulted in summary of findings, recommended actions, and the identification of individual responsible for action and individuals who need to be consulted and informed.

The action planned and taken was adopting Circle of Courage to the teaching and learning process which was carried out to ET-4 students at LBPP LIA. There were 19 students in the classroom including the targeted student and the research was executed in a term (3 months) from January up to March 2015.

They were Junior High School students varied from 7th to 8th grades at school. The targeted student was sitting at 9th grade at that time and he was the oldest student in the classroom.

The Circle of Courage represents four basic needs of people that are also work out on teenager. They are Belonging, Mastery, Independence, and Generosity. According to wikipedia, this philosophy emerged from collaboration of Martin Brokenleg, a professor of Native American Studies, and Larry Brendtro, a professor in children's behavior disorders. They studied how traditional indigenous cultures were able to rear respectful, responsible children without resorting to coercive discipline. Their findings were first presented in 1988 to an international conference of the Child Welfare League of America in Washington, DC, and at the Trieschman Center inBoston. The Circle of Courage is illustrated as a medicine wheel with four directions.

The researcher did not mention the inclusion of Circle of Courage or this wheel of medicines to the students explicitly. During the teaching and learning process the researcher implicitly incorporate the basic four values on that wheel to the students' classroom activities. For every problems that they faced in the classroom, one or more of these values came up to cover them.

FINDINGS AND DISCUSSIONS

At that 7th meeting which means the 1st meeting attended by the targeted student, he was just too passive to respond when the researcher discussed additional points in contract. He showed that he did not really care about it. On the contrary the other students were so active and pleased to participate. As to promote belonging and independence, they formulated the consequence for not using English, bullying classmates and saying inappropriate work or swearing is paying for various fine. All agreed to the decision made by themselves as a class decision.

The meeting after that agreement was the day for the said fine being effective. There were many students broke the additional contract rules and they had to pay for the fine. Meanwhile, the targeted student kept on saying nothing and had no response at all to the activities carried out in the classroom. Even when the activities was involving cellphone (playing with cellphone is surely a thing that he would enjoy, however, he refused to take out his cellphone from his bag). He shook his head when his friends asked him, still, he said nothing and showed his poker face, so nobody was able to guess what was going on in his mind.

Luckily, his classmates were positive teenagers. Despite of all his ignorance, they still treated him nicely. Eventhough he kept on refusing to deal with classroom activities even just to say something. During the class hour, he was just sitting on a chair, doing nothing and refusing to speak even to answer the researcher and his friends questions which were not related to the lesson.

Eventhough the researcher kept trying to keep the positive atmosphere was hanging around in the classroom, some of the students started to question and protest toward the targeted student attitude in the classroom. Some comments even had been made overtly that the things that was done by the targeted student in the classroom was not appropriate and that he should be dealt with its consequences. Student 8 says that, "*It's not fair. Why should he be free while we have to follow the rules*? *You must give him punishment."*

The researcher was so afraid that all of the efforts in integrating wheel of medicines; belonging, independence, mastery, generosity would be all just in vain. Another student came to the researcher when she had to work with him to practice for a dialog. "*I don't want to work with him. He says nothing!*" The researcher, then asked this student to work with other classmate. Whereas, the targeted student kept on his position, showed no response at all. Some students started to lose their patience when they had to deal with him as group members, too. It was going on until the 12th meeting. It was the day when the miracle came up to the surface. The activity was manual game on vocabulary. It was not sophisticated nor high-tech activity. They had to work in group. In order to be able to answer the questions they had to really cooperate with each group member. At this time, the targeted student managed to mumble something related to the activities and led his group to be the winner. His friends were so excited that some of male students hugged him and showed that they did appreciate him. It was not only because his contribution to win the game, because some other

students from different groups also came to him telling how they were happy that he was part of them.

Since then, things had changed. Referring to this change, researcher had an opinion that he had already got that 'mastery' as one component in the Circle of Courage. He realized that he was good at vocabulary due to his addiction with online games which actually developed his ability in vocabulary. His ability was far beyond all of his classmates'. He was happy to find thing that he was good at, not to mention that his friends had recognized the ability that he had.

After that meeting, his classmates came to him before they consulted the dictionary or the reasearcher. He was more than happy to share his ability to them. This sharing implied on his 'generosity'. The more he shared, the more he got. Sooner after that, he became a respected member of the class. He enjoyed and involved himself in classroom activities. The researcher got the following answer from him at an open-ended question interview at the last meeting before the promotion test; "*I like this class. Everybody treat me good. I'm very happy. (unedited)*.

He definitely had owned 'mastery' so that he is comfortable with his abilities. Feeling the need to look for more skill and knowledge, he triggered to try for he is not afraid of failing and being different. He keep on trying something new as he noticed the situation as an opportunity to learn and to have fun. It was fascinating to see the changing in him. Turning out to be friendly, going along well with his classmates, nobody will believe that he was the one who turned down every friendly offering from others previously.

Some of his friends were also questioned by the researcher. Student 2 said that, "*At first, I think he's weird. But he's normal like me (unedited).* This student's answer demonstrates how one can misdjudge someone else because they do not really know each other and that this judgement is also possibly changed as the time goes by and the changing of the subject of being djudged. Student 8 statement, "*He was invincible. But now, he's not anymore" (unedited)*, give and idea that people change. And this changing can be better. The targeted student who once withdrew himself from his clasmates, had changed to be more 'available'. He felt accepted, therefore he began to open up himself to others.

From the above comments, it can be assumed that, the targeted student had already mingled in the classroom. The acceptance from classmates had also been gotten. It took time, indeed, for finally 'clicked' to the classroom situation and adapted himself to his classmates.

The researcher believes that the impact of Circle of Courage approach was not limited only to the classroom situation. It has bigger range than classroom, for she searched out the answer from his mother; "*It was surprising that he started to eagerly go to the course despite the bad weather or his catching cold or fever. Not to mention that lately, he started to interact with me and the rest of the family." (edited and translated)*

The mothers' comment reflects on his improvement in mingling and blending with people other than his classmates. Previously, he had difficulty in mixing with his own family, not to mention his classmates. His parents assumed that was the way he was. That it was natural. He rarely spoke, did not even care with his family, other people, even with himself. All that he cared was how to play online games and how to get more money to pay for those online games because his parents did not provide him with internet service at home anymore. They even limited his internet package on his

cellphone to prevent him from playing online games. His mother had to be convinced that there was still positive effect of online games despites all of the negative effects.

CONCLUSIONS AND SUGGESTIONS

The willingness of the targeted student to involve himself in classroom activities after adopting Circle of Courage, although it was not instantly, shows that it actually worked. It also implicated that it is possible to make use of this approach into teaching and learning process. The purpose of sharing the usage of this approach are to cultivate the researcher's professional development as well to inform that this can be an alternative to handle students with similar problems. The result of this simple research can be taken to or referred as one of the source for educational practices. The researcher, then, suggests that the teachers who are willing to implement this approach should consider their students and their own situation and adjust as necessary to gain better and effective result. It is also recommended to carry out relevant and further research concerning this Circle of Courage.

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English Materials Equality of University Level for Building a Progressive English Skill of College Students

Dedi Sulaeman
Email: dedi4548@gmail.com
Devi
Email: devi16873@gmail.com
Sunan Gunung Djati State Islamic University

ABSTRACT

In facing globalization era, English becomes an important language which must have been kept by everyone since English is an international language used to communicate with foreign people. Moreover, significant number of considerable companies recruit employees which have good ability in English. Therefore, mastering English can be good support for having great future. These days, many college students have not mastered English materials progressively yet since the materials taught are ever studied in the upper secondary level of education. For example, tenses oftentimes learned in the upper secondary level of education and learned again in university level. This case will be able to make the progress of English learning hindered, so that many college students cannot master English pervasively and not progressive. Based on research at State Islamic University of Sunan Gunung Djati Bandung, the majority of students learn English materials which have ever been learned when they were in the upper secondary level of education, those materials such as tenses, preposition, pronoun, and verb. It is caused by students' understanding towards the materials are not equal. To solve this problem, there must be English materials equality. Before going up to university level, the students must have English camp held by every university for two weeks. The English materials learned in English camp is the materials that should have been mastered in the upper secondary level of education such as tenses, preposition, pronoun, and verb. They do not need to be taught those materials anymore in university level, so their English learning will always be in progression.

Keywords: English material, Equality, University

1. INTRODUCTION

Language is human's need, in which language will always be functioned as their communication tool in delivering information to others (M.A.K. Halliday and Ruqaiy, 1992). People can express everything relating to their feeling and mind by language, then there will be responds from others, it is called as conversation, in which both of parties are expressing and responding each other.

Generally, communication process will run well when both parties are having knowledge about language. Mastering grammar and vocabularies are two aspects must have been mastered by people who want to learn a language, particularly foreign

language. While for having good communication, skills must be mastered such as speaking, listening, writing, and reading skill.

Now days, English is a language that must be mastered well, since many notable companies recruit employees which have good ability in English, moreover English can help us to communicate with foreigner. Therefore, English is an important language to learn early.

Presently, lot of college English students have not mastered English materials well, it causes they cannot understand about English wholly, based on research at State Islamic University of Sunan Gunung Djati Bandung, in fact most of materials learned by student have ever been learned when they were in the upper secondary level of education, those materials such as tenses, preposition, pronoun, and verb. This case will be able to make their English is not progressive.

To solve this problem, there must be English materials equality. Before going up to university level, the students must have English camp held by every university for two weeks. The English materials learned in English camp is the materials that should have been mastered in the upper secondary level of education such as tenses, preposition, pronoun, and verb. They do not need to be taught those materials anymore in university level, so their English learning will always be in progression.

1.1 Purpose

This writing is aimed at analyzing the matter of stagnant English learning of college school student and giving solution to build English learning of students will always be in progression.

2. REVIEW OF RELATED LITERATURE

2.1 Definition of English

According to Rayner Hardjono's book entitled *Kamus Saku Istilah Bahasa Asing* (2001), English is an international language, it becomes a language used by many people in the world. This language mostly used by modern people to interact with other people around the world. English is spoken as a first language by majority of population in many countries, including the United Kingdom, Ireland, USA, Canada, Australia, New Zealand, and a number of Caribbean countries.

2.2 Definition of Instructional Material

Instructional material is knowledge, skills, and attitudes that must be mastered by students in order to have determined standard competence. Instructional material must be prepared as well as possible since it occupies an important position of the curriculum (Akhmad Sudrajat, 2006). As for the determined materials for the learning activities should be material that really support the achievement of standard and basic competence.

2.3 Definition of Progressive skill

Skill means someone's capacity in carrying out some tasks in a job. Basically capability consists of two factors, namely:

- The intellectual ability. The ability required to perform various activities of thinking, reasoning and solving problems.

- Physical ability is the ability to perform tasks that require stamina, skill, strength, and similar characteristics. (Robbins SP dan Judge, 2007)

Progressive means something that happens in steps, or something that favors change and innovation. Progressive has positive meaning, in which something we work is developing gradually or in stages. (Sumantri M. dan Syaodih N, 2007)

Based on definition above, can be concluded that progressive skill is someone's ability has positive gradually development in doing something, can be in learning, working, thinking and so forth.

3. RESEARCH METHOD

3.1 Time and Research Place

This research was conducted on September 2015 at Sunan Gunung Djati State Islamic University, Bandung, and West Java, Indonesia.

3.2 Participant

This research takes two samples from two source of information categories, those are lecturer and English literature students (fifth semester) of Sunan Gunung Djati State Islamic University. There are five lecturers and 153 students who are interviewed randomly from 289 students (fifth semester).

3.3 Method

The method used in this research is qualitative, interview directly to source of information.

4. RESULT AND DISCUSSION

4.1 English Literature Students' Quality of Sunan Gunung Djati State Islamic University

Main question asked as interview guidance is how is English literature students quality of State Islamic University of Sunan Gunung Djati Bandung**.** That main question brings several questions related to the quality of English literature students and the result can be seen on the table 4.1.1.

Table 4.1.1 Interview result of English literature students' quality of Sunan Gunung Djati State Islamic University

Source of Information	***Interview Result***
Lecturer	• The majority of English literature students of Sunan Gunung Djati State Islamic University have no standard requirement in English. • Students have not master basic materials of English yet, so that it hinders learning process. • Sometimes the lecturers must review English materials of the upper secondary level of education, this case also causes learning process hindered.
Students	• Some students consider that their English quality is still on standard, and others consider that their English

	quality is still deficient as English student. • Many students consider that their English quality do not achieve intermediate level, and also still do not master basic of English materials.

Discussion:

From interview result on table 4.2.1 can be seen that English skill of English literature students of Sunan Gunung Djati State Islamic University is still deficient, whereas their major is English Literature, in which they should master English materials well. Lecturer considers that having standard requirement in English is needed to increase students' quality, therefore the lecture must not review basic materials anymore in the class and learning process is not hindered. Then, students consider their English is still on standard, and others consider that their English quality is still deficient as English student. It causes their English learning hindered since at university students will find complex English materials, student needs to master English basic materials pervasively first before facing those complex materials. Students will be able to get difficulty in facing lecturing if they don't master English basic materials. This case indicates that English learning of English literature students of Sunan Gunung Djati State Islamic University is not on progression.

4.2 The Causes of Deficient English skill of English Literature Students

Main question asked as interview guidance is why English literature students' quality of Sunan Gunung Djati State Islamic University is still deficient. That main question brings several questions related to the causes of English literature student skill of Sunan Gunung Djati State Islamic University is still deficient and the result can be seen on the table 4.2.1.

Table 4.2.1 interview result of the causes of deficient English skill of English literature students

Source of Information	***Interview Result***
Lecturer	• The main cause is student's English skill was not equal when accepted at Sunan Gunung Djati State Islamic University. • There is no English skill test which is used as standard for students to continue their study at Sunan Gunung Djati State Islamic University.
Students	• Students don't master basic materials. So, lecturer must review material from basic, since students are considered still not prepared to face complex English materials.

Discussion:

From interview result above, the lecturer considers that the causes of deficient English skill of English literature students is student's English skill not equal or has various understanding. Then, there is no English skill test which is used as standard for students, So that the lecturer must review basic materials to equalize students'

understanding toward English materials. This case causes students' English learning is stagnant since they always receive reviewed materials, so their English learning is not on progression, it makes students' English quality is not well. Then, students consider one of causes is student does not master basic materials, so there must be review, whereas those materials should have been tough in the upper secondary level of education.

4.4 Solution

Main question asked as interview guidance is how to solve problem of deficient English skill of English literature students. That main question brings several questions related to problem solution and the result can be seen on table 4.3.1

Tabel 4.3.1 the interview result of the causes of Deficient English skill of English Literature Students.

Source of Information	***Interview Result***
Lecturer	• There is written and spoken English test for students to study English Literature at Sunan Gunung Djati State Islamic University. • There is English material equality (Basic – The upper secondary level of education material) carried out before studying at university.
Students	• Student needs more time for learning English since it will be able to help student to master English materials wholly to cover up students' deficient English skill.

Discussion:

From both source of information categories (Lecturer and student) consider that the solution is student must have English material equality before studying in university, the material equality such as studying more about the upper secondary level of education materials, so student is prepared to face college materials. On the other hand, students' English learning will be always on progression, since they will not receive reviewed materials anymore. The materials equality can be carried out about two weeks before going up to university.

5. CONCLUSION

From this research entitled English materials equality of university level for building a progressive English skill of college students can be concluded that deficient English skill quality of English students caused by several things such as student's English skill inequality, there is no written and spoken English test for students to continue their study at university level, and students have not mastered basic material pervasively yet. Those cases can be solved by equalizing English materials before going up to university level. The students must have English camp held by every university for two weeks. The English materials learned in English camp is the materials that should have been mastered in the upper secondary level of education such as tenses, preposition, pronoun, and verb. They do not need to be taught those materials anymore in campus, so their English learning will always be in progression.

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Teaching Reading Skills in English as a Foreign Language: Students' Reading Comprehension and Reciprocal Teaching Technique at One Public Junior High School in Sarolangun

Ummu Aflah, and Kaspul Anwar
Jambi University

Junior high school students face a variety of problems in reading EFL reading texts (e.g. understanding the gist of the texts). This classroom action research was intended to apply the reciprocal teaching technique in teaching readings for junior high school students. The aim of this study was to find out whether teaching reading through the reciprocal teaching technique can improvestudents' reading comprehension, particularly the narrative texts.Observation and tests were used to collect the data. Due to logistic limitations, this study involved two cycles. The findings of this study indicated that based on the observation data, students' participation in the second cycle was 92.85% and the results of the test indicated that 78.95%. of participants obtained good scores in reading narrative texts. This research provided information that the reciprocal teaching technique might be used as one of the alternative techniques in teaching reading in EFL classrooms. Suggestions and teaching implications are also discussed.

Key words: Reading comprehension, reciprocal teaching technique, junior high school

INTRODUCTION

Nowadays, English becomes a very important language as an international communication tool. As an international language, it has commonly been used in various aspects of life such as in culture, economics, business, politics and also in education. The important activity for students particularly Junior High School in teaching English process is reading beside listening, speaking and writing. Teachers meet a serious situation that learner in Indonesia especially in Jambi, the students have difficulties in reading English text well. Comprehension is a function of working memory and begins at the word level (Just & Carpenter, 2002; Kirby, 1988). The students will have many problems to comprehend the reading text such as the meaning of text, and the structure of sentences.

Based on reality, most of the English test items contain those reading texts. It means, if the students do not understand about the text in a test, they will be difficult to fulfill the passing grade. In the words of Rowe (2005), in order to prepare students for their future roles in life, teachers need to ensure that cognitive and metacognitive reading skills are explicitly taught to their students. For example, in reading activity students have known how to pronounce the words, but it occurs without understanding the meaning. In that condition, for the other students they can look up the dictionary to find the meaning of the difficult words, but not for the lazy ones. Then, they actually know the meaning of the words, but they get difficulties to convey the meaning of the whole paragraph. Moreover, the student lose their focus and consequently they are busy to chit-chat with other friends and consider that reading a text was not an interesting activity in learning English. Those problems are barrier for students to

improve their reading skill and for teachers need a good teaching strategy ,particularly reading activity in order to make the students become active, enjoy and they comprehend about the main point of reading text.

Furthermore, studies on the use of the reciprocal teaching strategy have shown positive impacts on learners' reading comprehension. For example, in Sweden, Reichenberg and Lofgren (2014) found that after a three-month reciprocal intervention, grade three students living in a socially-disadvantaged neighbourhood demonstrated a significant increase in reading comprehension of Swedish texts. Similarly, Arif (2014) observed an improvement in the reading comprehension of 17 eleventh grade students of Muhamaddiyyah Secondary School, Pontianak, Indonesia after a reciprocal teaching intervention. The texts are presumed to be English texts. The literature has shown that reciprocal teaching which can improve comprehension skills of struggling readers whose skills are compromised due to social and intellectual circumstances.

THEORETICAL FRAMEWORK

In the words of Pearson and Duke (2002), Reading research suggests an urgent need for educators to teach comprehensive strategies at all grade levels from the very youngest children to high school students. Meanwhile Nunan 2004) and Khalily and Seyvandzadeh, (2008) defined that reading is an interactive process involving the utilization of both real-world and linguistic knowledge. Palincsar and Brown (1984) discussed about a teaching method which aims to equip subjects with techniques to increase the use of metacognition and reading comprehension strategies. Their program is called reciprocal teaching (RT). In the words of Palincsar, David and Brown (1989), Reciprocal teaching is an instructional procedure originally designed to enhance students' reading comprehension. The procedure is best characterized as a dialogue between teacher and students. The term "reciprocal" describes the nature of interactions: each person acts in the response to the others. The dialogues structured by the use of four strategies: predicting, questioning, clarifying and summarizing. Buehl (2001) stated that Reciprocal teaching provided a window into the thinking of proficient readers as they problem-solve their way toward meaning. Students were conditioned to approach reading as an active and strategic process and to learn behaviours that would help them become more independent readers, capable of handling increasingly sophisticated material.

Reciprocal teaching was carried out with small groups working independently, and students took on leading roles in reading lessons. The four strategies are: ***Predicting:*** At critical points in the reading of the text, students are to pause to draw and test inferences from the text about future content. ***Questioning:*** The text is read and questions are posed about the content. When questioning the text, students are to concentrate on the main ideas and check their immediate level of understanding. ***Clarifying:*** While the text is being read, students are to critically evaluate the meaning of unfamiliar words and phrases and to draw upon the collective knowledge of the team members. In addition, they are to seek the essence of ideas, main ideas and themes contained in the text. ***Summarising:*** When summarising, students are to re-state the main ideas and themes in their own words to ensure that they have fully understood them.

However, Oczkus (2003) added that reciprocal teaching was flexible and might be modified, and instructors were not restricted to following a prescribed set of instructional routines. Palincsar and Brown (1984) suggested that heterogeneous

groupings by age or by reading proficiency level might maximize the advantages of the reading process by offering students more effective peer models, apart from those models provided by the instructor. In view of classroom management, reciprocal teaching might be modified and carried out during read-aloud lessons. The goal of reciprocal teaching is to construct the meaning of the text and to check comprehension. Peng and Wang (2015) also added that in reciprocal teaching, the acquisition of the strategies is not the ultimate purpose of instruction In the other words, the teacher is an instructor for the process, explaining and drawing a conclusion about the text together with the students. According to Doolittle, Hicks, Triplett, and Nichols (2006), the general methodology of reciprocal teaching involves the instructor and students reading a section of the text in small groups.

METHODS

The study was designed as an classroom action research conducted in a junior high school with eighth grade student at one public junior high school in Sarolangun, Jambi province during their English lesson particularly in reading with the aim to find out whether teaching reading through the reciprocal teaching technique can improve students' reading comprehension, particularly the narrative texts. The classroom action research was taught by using reciprocal teaching technique with a total 19 participants consist of 6 male and 13 female.

In collecting data, the researcher used observation and test. The observation was conducted to find out the student' active participation in reading activity with reciprocal teaching technique in pre-, while and post reading stages. The researcher used observation checklist in this stage study. Then, test was conducted to find out the students' reading skill uderstanding of the narrative text. Due to the limitation, this study involved 2 cycles. There are 3 meetings each of cycle, 2 meetings by using reciprocal teaching and 1 meeting was conducted by using a test.

FINDINGS AND DISCUSSION

The first part focused on the data obtained from the observation checklist during the application of action in cycle 1 and 2.

Table 1 : Students' active participation of cycle 1

No	Stage Activities	Meeting 1	Meeting 2	Average/ Stage
1	Pre reading	100%	100%	100%
2	While reading	42.86%	57,14%	50.00%
3	Post reading	66,67%	66,67%	66.67%
Average/Meeting		69.84%	74.60%	72.22%

The finding of the students' active participation were based on the data obtained from the observation checklist during the implementation of reciprocal teaching technique in the teaching and learning process of reading English text in this cycle.

Pre-reading

The teacher introduced and explained the step of reciprocal teaching technique, explained about narrative text, the purpose and generic structure. The students'

performance at the first meeting showed that the students paid attention to the teacher's introduction and explanation of reciprocal teaching technique and narrative text. In pre reading of the first meeting, the students' active participation was 100%. Meanwhile, the students' performance in pre reading stage of the second meeting was 100%.

While reading

In these activities, the students worked in groups consisted of 4 or 5 students to discuss and comprehended the text, did the exercises that were provided by the researcher. The level of the students' participation in this stage of meeting 1 was 42,86%. The participation of the students in the second meeting was 57,14%, the students' participation in the second meeting of this cycle increased more than the first meeting. The average percentage was taken from 42.86% + 57.14% : 2 = 50%.

Post reading

In this stage, researcher gave some feedbacks especially on the students in answering the questions and concluding learning material and providing a chance for the students to ask some questions related to reciprocal teaching technique and the content of the text. Meanwhile, the students' participation in this stage was 66.67%. The students' participation in the second meeting was the same with the first meeting. it was 66.67 %. The average percentage was calculated from 66,67% + 66.67% : 2 = 66.67%.

Based on the analysis of the teaching learning process in cycle 1 that covered two meetings in which meeting consisted of three stages: pre reading, while reading, and post reading activities, it indicated that the students' average score for active participation was 72,22%. The average percentage was taken from 69.84% + 74,60% : 2 = 72,22%.

Table 2 : Students' active participation of cycle 2

No	Stage Activities	Meeting 1	Meeting 2	Average/ Stage
1	Pre reading	100%	100%	100%
2	While reading	71.42%	85,71%	78.56%
3	Post reading	100%	100%	100%
Average/Meeting		90.47%	95.23%	92.85%

Pre-reading

The average of the students' participation in pre reading stages of cycle 2 (meeting 1 and 2) was 100%. The average percentage was taken from 100% + 100% ÷ 2 = 100%.

While reading

In short, the average of the students' participation in during reading stages of cycle 2 (meeting 1 and 2) was 78,56%. The average percentage was taken from 71.42% +85.71% ÷ 2 = 78.56%.

Post-reading

In short, the average of the students' participation in post reading stage of cycle 2 (meeting 1 and 2) was 87,33% (equal to very good). the average percentage was taken

from 83,00% + 91,66% ÷ 2 = 87,33%. Based on the analysis of the teaching learning process in cycle 2 that consisted of two meetings in which meeting consisted of three stages; pre reading, while reading, post reading activities, it indicated that the students' average score for active participation was 92.85%. The average percentage was taken from 90.47% + 95.23% = 92.85%. The second part focused on the data obtained from the test about students' reading skill understanding of cycle 1 and 2. In this part, researcher apply pre- and post test.

Since the teacher gave the students test to measure their reading skills in understanding a narrative text after being treated or implemented reciprocal teaching technique. In the reading test form of written test of literal comprehension, the test consisted of 20 multiple choice.

Table 3 : Students' reading skill understanding scores in the application of reciprocal teaching technique in cycle 1

No	Criteria of Success	Student's Score
1	The students' average score of reading skill test is ≥ 80	73.94
2	70% of the students gain score ≥ 80	57,89%

Based on the result of the test conducted in cycle 1, it indicated that out of 19 students, only 11 students (57.89%) of them got score ≥ 80, and 8 students (42,10%) of them got scores < 80.00. It didn't fulfill the indicator of the performance. To fulfill indicator of the performance, 70% students had to get score ≥ 80,00.

Table 4 : Students' reading skill understanding scores in the application of reciprocal teaching technique in cycle 2

No	Criteria of success	Student's score
1	The students' average score of reading skill test is ≥ 80	81.84
2	70% of the students gain score ≥ 80	78.95%

Based on the result of the test conducted in cycle 2, it indicated that out of 19 students, 15 students (78.95%)get score ≥ 80,00 and 4 students (2105%) get score < 80.00.It fulfilled the indicator of the performance.

CONCLUSION

Based on the findings, the second cycle of students' participation in the learning process increased to 92.85% from the first cycle is 72.22%, scores of students test from the first cycle of 57.89% to 78.95% in the second cycle. As a result, the next cycle did not need to be continued and the researcher stopped the research and reported the research and based on the findings and discussion of the research, it can be concluded that application of reciprocal teaching technique in reading was successful to improve students reading comprehension and students' active participation in teaching learning process.

In this study, the researcher used narrative text for students to attract reading and understand the text in the form of a story or fairytale. A narrative text is a text that tells a story and , entertains the audience. So, based on the narrative text, students not only to read, understand the contents of the story by reading or know the topic, but also to be

an entertainer for the students themselves to make them into because they can understand the text easily. Based on the study the researcher attracted the students' attention by providing them a story that has often been heard before. The findings have shown us EFL teachers to find a good teaching strategy to teaching certain texts in English and it also can be used as a reference for the same field research. Suggestions and teaching implications are also discussed.

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An Analysis of Students' Ability in Predicting Information on the Narrative Texts through Pictures at One Senior High School in Tebo, Jambi

Yulia Wiji Astika, Bimbi Mukhtar, and Ramzil Huda

Jambi University

The aim of this study was to describe the students' ability in predicting information on the narrative texts through picture stories. The population of this study was the second year students at one Senior High School in Tebo, Jambi. The total members of the population was 164 students. To get the sample, the stratified cluster random sampling was used. Two classes were taken, one class was from natural science and the other was from social science. The data of this study were gathered using a reading test on the narrative text in the form of multiple choices. To know the reliability of the test, the test was tried out and the result was 0.90. The findings of the study indicated that the ability of the students to predict information on the orientation of the narrative texts using picture stories was moderate. It was also found that the ability of the students to predict information on the complication of the narrative texts using picture stories was moderate and the ability of the students to predict information on the resolution of the narrative texts using picture stories was also moderate. Based on the findings, it can be concluded that the ability of the second year students to predict information on the narrative text using picture stories was moderate. The findings of this study provided information that teachers were recommended to explain more comprehensively about the material of predicting information on the narrative text using pictures and give more exercises to students to improve their ability to predict information on the narrative texts using pictures. The findings shed the light on the EFL teachers in order to improve their techniques to make EFL students able to understand the certain texts which are willingly or unwillingly found in learning English.

Key words:predicting information, pictures, reading

INTRODUCTION

Reading is one of language skills. It is an important skill for students in learning English because the success of their study depends on their ability in reading. If their reading skill is not good, they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. Reading is the way for people to get some knowledge. Therefore, reading is an activity that students should do. If the students can not comprehend the content of the book that they are reading, they will not get information from the book. In addition, Linse (2005) stated that reading activity did not only dealt with reading word by word or translated the word, but also comprehended what the important point from the book that they were reading.

The students had difficulties to comprehend a text when the students read the text, they translated the text word by word. Furthermore, most students did not try to comprehend the text, they only focused on difficult word that they found in the text. It was useless although they knew the meaning of each word, but they could not understand it. This problem was often faced by students in reading. That is why the teacher should use good strategy to teach in order to improve students' reading ability. One of strategy was predicting. Predicting is one of strategies to know or to get information before reading a text. According to Huegli, (2008), predicting will prepare your reading. It means that if you predict before you read, you will get information first. This strategy will help students in understanding the text more deeply. As you know, there are some kinds of predicting such as predicting information from chart, map, and picture that are commonly used in reading. Predicting information through pictures means that a reader can use pictures to predict what will be discussed in the text. There are many kinds of text that are learned by students in reading, and one of them are narrative text. Barwick (1998) said that narrative text was a text that relates to a story. The story was continued by series events.

The importance of reading stated by Mikulecky and Jeffries (2004) was reading was the key to improve your English. It gave you opportunity to communicate with the language. Reading was gratified, so you were likely to spend your time. It built your personal language of English. In reading, the students learn about grammar, vocabulary, comprehension, and good writing. It means that you can improve your language if you read. Furthermore, there are many advantages of having reading skill. The more you read, the more you get.

The involvement and the importance of predicting information in reading text have been studied by researchers (Aprianus, 2010; Meutia, 2013; Safaah, 2014).

In general, the purpose of this study was to describe the ability of the second year students at one Senior High School in Tebo, Jambi to predict information in orientation, complication, and resolution of narrative text using picture stories.

THEORETICAL FRAMEWORK

Seyler (2004) stated that reading was the process to get and construct the meaning from a word or cluster words. Meaning is found in category of words not in complete sentences. In some of context, only a word or two that explains the meaning. It means that not all words have meaning. When we are reading, we can exceed the words which are not important and do not have meaning. Reading is not only understanding a word and grammar. It is not only translating a word. It means that reading is to understand a text and to not understand and translating a word, but it comprehends the context of the text. Mikulecky et al (2004) defined that comprehension was part of life. When your brain gave new information, it looked a connection from information that you had already had. You made connection between what you were reading and what you had already had. Sometimes the connection happened by itself moreover when the information attracted you. It was supported by Diaz-Rico (2004) who stated that comprehension was the key of meaning. Reading strategy was the way that the reader used to comprehend the text and one of them was predicting from pictures.

Predicting is one of strategies to describe the content of the text before reading. Predicting makes you understand better because you think about what you will read. Huegli (2008) said that predicting would prepare your reading. It means that if you predict before you read, you will get information first. It means that predicting is one of strategies in reading that help you become a good reader. When you preview for looking information then you make guesses about what in the text is, it is called predicting. Predicting makes you understand better because you think about what you will read. Furthermore, according to Mikulecky et al (2004), understanding the word and grammar was not sufficient, you should make connection between your idea and information in your reading. This means that you can use information that you have to get a conclusion. Good reading needs an active mind, the reader makes prediction about the material that they are reading. Then they try to guess what is going to come next. It means that predicting is one of strategies in reading that helps you become a good reader.

Huegli (2008) indicated that there were some ways of predicting: thinking about title, pictures, subject firstly, and then predicted what the text told about. In addition, there were some steps for improving ability to predict: looking at the picture, telling, discussing, making conclusion about the story, comparing the information of the story with the information that we had already had, predicted what would happen after listening the students' experiences, and then thinking about was the correct predictation.

Picture is important media in learning reading. It can make the learning process become interesting and enjoyable. Picture can pilfer the students' attention and motivate the students. Picture is very important in teaching reading because it can help you to make predictions about what will happen in the next of story. Picture is an object that gives an instruction. We will get information and instruction from it. In more detail, Public Relation Sydney (2008) declared that the importance of picture are picture pilfers attention, picture tells a story, and picture extends a massage fast. There are some pictures that can be used in learning to read. They are picture card, picture stories, wall picture, and serial picture. Serial picture is appropriate with narrative text because narrative text is a text that relates a story and the story continued by series event (Barwick, 1998). Narrative text has generic structure that consists of orientation, complication, and resolution.

METHODS

The researcher used descriptive method to describe the students' ability in predicting information on the narrative texts through picture stories. The population of this study was the second year students at one Senior High School in Tebo, Jambi. The members of this group were 164 students. They were divided into six classes; XI IPA I, XI IPA II, XI IPA III, XI IPS I, XI IPS II, and XI IPS III. The selected classes (XI IPA III and XI IPS II) became the sample of this study. XI IPA III consisted of 28 students and XI IPS II consisted of 26 students. However, the final and total samples were 54 students.

To select the sample, the researcher used stratified random sampling. Stratified sampling was used since the population is in different strata. One class was from natural science and one class was from social science. The use of random sampling was due the similar characteristics of population for each cluster. They were homogenous because they had same allocated time, curriculum, syllabus, and teaching material in learning English.

In collecting the data, the researchers did some steps. First, *getting permission*, in this step, researcher asked the permission to headmaster and teachers in the school by giving the formal letter before conducting the study. Second, *the researcher gave the test to the sample of the study*, in this step, the researcher explained to the students what they would do and then the researcher gave the question to the students and the students answered the question about 30-45 minutes to answer the questions. The third step, *the researcher collected the test*. Fourth step, *the researcher checked the students' answer sheet*, in this step, the researcher gave score 1 for the correct answer and 0 for the wrong answer then the researcher counted the total score for each student

FINDINGS AND DISCUSSION

In this study, the reliability for Hard Science was 0.90 and also for Social Science was 0.89, meaning that the test was reliable.

Data of students' ability in predicting information of narrative text using pictures

In this part, there were 30 items that included orientation, complication, and resolution. After the scores of the students' answer were checked, then the researcher analyzed them to find out the number of students who got high, moderate, and low ability.

Table 1. The classification of students' ability in predicting information of narrative text using pictures (natural science)

The Score Range	Classifications	Frequency	Percentage (%)
>25.76	High	6	21.43%
Between 14.66 until 25.76	Moderate	16	57.14%
<14.66	Low	6	21.43%

The table indicated that the students' ability was from natural science in predicting information of narrative text using pictures was moderate. It indicated that 16 students (57.14%) with the score ranging from 14.66 until 25.76 were classified into moderate category.

Table 2. The classification of students' ability in predicting information of narrative text using pictures (social science)

The Score Range	Classifications	Frequency	Percentage (%)
>24.93	High	4	15.39%
Between 14.69 until 24.93	Moderate	18	69.23%
<14.69	Low	4	15.39%

The table indicated that the students' ability from Social Science in predicting information of narrative text using pictures was moderate. It indicated that 18 students (69.23%) with the score ranging from 14.69 until 24.93 were classified into moderate category.

Table 3. The classification of students' ability to predict information about orientation of narrative text using picture stories (natural science)

The Score Range	Classifications	Frequency	Percentage (%)
>9.55	High	9	32.14%
Between 5.09 until 9.55	Moderate	16	57.14%
<5.09	Low	3	10.71%

The table indicated that students' ability from natural science who predicted information about orientation of narrative text using pictures was moderate. It indicated that 16 students (57.14%) with the score ranging from 5.09 until 9.55 were classified into moderate category.

Table 4. The classification of students' ability to predict information about orientation of narrative text using picture stories (Social science)

The Score Range	Classifications	Frequency	Percentage (%)
>8.11	High	2	7.69%
Between 4.97 until 8.11	Moderate	24	92.30%
<4.97	Low	0	0 %

The table indicated that the students' ability from Social Science who predicted information about orientation of narrative text using pictures was moderate. It indicated that 24 students (92.30%) with the score ranging between 4.97 until 8.11 were classified into moderate category.

Table 5. The classification of students' ability to predict information about complication of narrative text using picture stories (Natural science)

The Score Range	Classifications	Frequency	Percentage (%)
>10.20	High	4	14.29%
Between 5.44 until 10.20	Moderate	21	75.00%
<5.44	Low	3	10.71%

The table indicates that the students' ability of students from natural Science who predicted information about complication of narrative text using pictures was moderate. It indicated by 21 students (75.00%) with the score ranging from 5.44 until 10.20 were classified into moderate category.

Table 6. The classification of students' ability to predict information about complication of narrative text using picture stories (Social science)

The Score Range	Classifications	Frequency	Percentage (%)
>10.50	High	4	15.39%
Between 5.50 until 10.50	Moderate	20	76.92%
<5.50	Low	2	7.69%

The table indicated that the ability of students from Social Science who predicted information about complication of narrative text using pictures was moderate. It indicated that 20 students (76.92%) with the score ranging from 5.50 until 10.50 were classified into moderate category.

Table 7. The Classification of students' ability to predict information about resolution of narrative text using picture stories (Natural science)

The Score Range	Classifications	Frequency	Percentage (%)
>6.96	High	10	35.71%
Between 3.18 until 6.96	Moderate	16	57.14%
<3.18	Low	2	7.14%

The table indicated that the students' ability from natural Science who predicted information about resolution of narrative text using pictures was moderate. It indicated that 16 students (57.14%) with the score ranging between 3.18 until 6.96 were classified into moderate category.

Table 8. The classification of students' ability to predict information about resolution of narrative text using picture stories (Social Science)

The Score Range	Classifications	Frequency	Percentage (%)
>6.92	High	7	26.92%
Between 3.62 until 6.92	Moderate	18	69.23%
<3.62	Low	1	3.85%

The table indicated that the students' ability from Social Science who predicted information about resolution of narrative text using pictures was moderate. It indicated that 18 students (69.23%) with the score ranging between 3.62 until 6.92 were classified into a moderate category.

CONCLUSIONS AND POLICY IMPLICATIONS

The aim of this study was to describe the students' ability in predicting information on the narrative texts through picture stories. The data of this study were gathered using a reading test on the narrative text that contained orientation, complication, and resolution in the form of multiple choices.

Based on the findings of this study, it indicated that the ability of the second year students at one senior high school Tebo, Jambi in predicting information of narrative text using pictures was moderate. It indicated that 16 students from natural science (57.14%) and 18 students from social science (92.30%) had moderate ability. The ability of the second year students to predict information about orientation of narrative text using picture stories was also moderate. It indicated that 16 students from natural science (57.14%) and 24 students from Social Science (92.30%) had moderate ability. The ability of the second year students to predict information about complication of narrative text using picture stories was moderate. It indicated that 21 students from natural science (75.00%) and 20 students from Social Science (76.92%) had moderate ability. The last, the ability of the second year students in Tebo, Jambi to predict information about resolution of narrative text using picture stories was moderate. It indicated that 16 students from natural science (57.14%) and 18 students from social science (69.23%) had moderate ability.

Recommendations and implications for teacher and student can be drawn from the findings of this study. For the teachers are suggested to explain more comprehensively about the material of predicting information about narrative text using pictures and give more exercises to students to improve their ability to predict information of narrative text using pictures. The students are suggested to learn and do

more exercises to improve their ability in predicting information of narrative text using pictures. The findings shed the light on the EFL teachers in order to improve their techniques to make EFL students able to understand the certain texts which are willingly or unwillingly found in learning English

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Classroom Management in Teaching English at one public senior high school in Jambi City: A qualitative study

Maruli Hutagaol
maruli_hutagaol@yahoo.co.id
Jambi University

The purpose of this qualitative study was to explore how the classroom management in teaching English had been implemented at one public senior high school in Jambi City. The theoritical framework of classroom management was used to guide the study. The data were collected through interviews and observations with participants. The data were analyzed line by line to find the codes and themes related to the focus of the study. The findings of this study indicated that the aspects of classroom management involved: (1) checking attendance, (2) collecting the students' work, (3) distributing of materials and equipment, (4) gathering the information from students, (5) recording data, (6) maintining files, (7) presenting learning material, and (8) giving the task/homework. The findings of this study provide evidence that the classroom management in teaching English is need to be implemented well by the teachers to reach the goals of teaching and learning English at school and classroom levels. Recommendations for future research and practices are also discussed.

Keywords: Classroom management, English teaching and learning

INTRODUCTION

Teachers are the key figures in learning processes. They fundamentally influence their students' progress to achieve the desired results. Teachers play very important roles in educational practices because teachers conduct a learning teaching process, which is one of the cores of the educational activities. In addition, teachers need strategies and methods to maintain a conducive classroom environment so that students are successful in learning process and in gaining the learning objectives. To create a success-oriented classroom, teachers not only play their role in lecturing or preparing but they also have to manage the classroom. Classroom management skills can help teachers to maintain the classroom and make them more effective. Eventhough, sometimes things do not work as well as teachers have planned.

There are many reasons for this, for example, many teachers find a difficulty when students fail to cooperate. It can disrupt the learning which should be taking place, when individuals get out of controlling; lesson has to stop while the teachers reestablish order. Such moments of disruption can be unsettling, not just for teachers but also for students, especially since they are as classroom manager; it is to promote students' success. Therefore, classroom management influences the achievement of the students. Teachers have to know how to manage the classroom well. Cooper in Mudasir (2011) said that classroom management was the whole of teachers' activity to improve the positive behaviors of students and to reduce the negative behaviors of students. Teachers are required to understand the basic components in conducting learning activities in the classroom. One of the indicators of a professional teacher has the ability to manage the classroom. The purpose of this qualitative study was to explore how the

classroom management in teaching English had been implemented at one public senior high school in Jambi City.

METHODS

The purpose of this qualitative study was to explore how the classroom management in teaching English had been implemented at one public senior high school in Jambi City. I used a qualitative research design to get the data about the classroom management that was already implemented in the school. I conducted interviews and observations. This research involved the second grade students of IPA and an English teacher, there were thirty-eight students, thirty four were females and four were males. Interviews were conducted with the English teacher with questions related to the classroom management, while observation was done with a checklist related to aspects of classroom management. Observation was employed with the English teacher during the teaching and learning processes. This study focused the eight specific aspects of classroom management such as (1) checking attendance, (2) collecting the students' work, (3) distributing of materials and equipment, (4) gathering the information from students, (5) recording data, (6) maintining files, (7) presenting learning material, and (8) giving the task/homework (Rukmana 2011).

FINDINGS AND DISCUSSION

The findings in this study showed that all the aspects of classroom management were conducted by the English teacher at the research site. However, in this paper, I just reported the results of the observation of an English teacher.

Table I: The observation results

No	Items	First Meeting		Second Meeting		Third Meeting		Fourt Meeting	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Teacher checks the students' attendance list before starting the lesson.	√		√		√		√	
2	Teacher collects the result of students'work.	√		√		√		√	
3	Teacher checks the result of students' work.	√			√	√		√	
4	Teacher give score to the students' work.	√		√		√		√	
5	Teacher save the data about activities in the classroom.		√	√			√	√	
6	Teacher writes the score of students' work in individual or group.	√		√		√			√
7	Teacher distributes the tool and material fairly.	√		√		√		√	

8	Teacher gives information about the material that have to be done by the students.	√		√		√		√	
9	Teacher asks the students' work that must and have finished to be done.	√		√		√		√	
10	Teacher gives homework.	√		√			√		√
11	Teacher can work together and show the friendship.	√		√			√	√	
12	Teacher gives warning to the students in good time about the trouble that may happen in the classroom.		√	√		√		√	
13	Teacher can share the attention toward the activity that is occuring in the same time.	√		√		√			√
14	Teacher asks the students to keep practice, report and give respond based on the activities given.	√			√		√	√	
15	Teacher gives clear explanation and key in conveying the lesson.	√		√		√		√	
16	Teacher controls students' behavior who have problems and difficulties.	√		√		√		√	
17	Teacher can give the solution about the problem that happen in the group.	√		√		√		√	
18	Teachher handles the students' behavior and try to find the solution.		√	√			√		√

The table above showed that the teacher checked the students' attendance list before starting the lesson from the first until to the fourth meeting. The teacher also used to collect the result of students' work after the teacher gave the assignment as the teacher directly asked the students to collect their work. Additionally, the teacher checked the result of students' work and directly gave the score based on their work and to keep teaching and learning activity in the classroom teacher saved the data about her activities in the classroom. After giving the task to the students, teacher did not forget to write the score of students' work in individual or group based on their achivement in understanding the material. Before starting the class, the teacher did not forget to distribute the tool and material fairly. The teacher also did not forget to give the information about the material that had to be done by the students in the classroom. After explaining the materials clearly, the teacher gave homework to the students and asked the students' work that had to be done.

Based on the result of the observation from the fourth meeting, it revealed that the teacher and students could work together and show the friendship with the students. The teacher also gave warning to the students in a good time about the troubles that might happen in the classroom. Fortunately in the classroom teacher shared the attention toward activity that was occuring at the same time, if the students did not understand, they asked the teacher directly and responded by the teacher. Also, when teaching and learnig activity was occuring, teacher asked the students to keep practice, report and give responses to the activities.

The data from the observation indicated that the teacher gave the clear explanation about the lesson. Also, in the post activity, teacher controlled students' bahaviors who had problems and difficulties, they shared each other.

CONCLUSIONS

The purpose of this qualitative study was to explore how the classroom management in teaching English had been implemented at one public senior high school in Jambi City. This study focused the eight specific aspects of classroom management such as (1) checking attendance, (2) collecting the students' work, (3) distributing of materials and equipment, (4) gathering the information from students, (5) recording data, (6) maintining files, (7) presenting learning material, and (8) giving the task/homework (Rukmana 2011). The findings of this study incidated that the English teacher had implemented the aspects of classroom management in teaching English.

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EFL undergraduate student teachers' motivation in learning English at one English education study program-a public university in Jambi

Puti Masurai, and Rahmah
Jambi University

The aim of the study, within the Gardner's (1985) motivational constructs, was to investigate EFL undergraduate student teachers' motivation in learning English at one English education study program-a public university in Jambi. The data were collected through a questionnaire related to instrumental motivation and integrative motivation from 54 EFL undergraduate student teachers. The data were statistically analyzed. The findings of the study showed that most of the students had a moderate degree of motivation toward English learning. Instrumental motivation appeared as the higher level of motivation among the students. In terms of gender and class, the result showed that female students tended to have a slightly higher level of motivation in English learning than male students. The findings of this study indicated that motivation levels could not be ignored in learning English as a foreign language and it is necessary for teachers and educators to pay attention to this issue. Suggestions for future research and practices are discussed in this study.

Keywords: instrumental motivation, integrative motivation

BACKGROUND

Motivation is a particular interest to both teachers and researchers since dozen years because of the crucial role it plays in second language learning. It is believed that without motivation, even learners with the most notable abilities cannot achieve long–term goals (Ushioda, 2010). In the other words, students' ability might not be enough to guarantee the success. Students also need to have a degree of motivation. As EFL learners in English study program of one state university in Jambi, they are obligated to learn English well because they are the candidates of English teacher in the future. But in Indonesia, English is learnt as a foreign language where the students do not use it in daily activities. So, by some students it is not an easy work to motivate them to learn English. By investigating their level of motivation and what kinds of motivation mostly motivate them to learn it, it expected to solve that problem.

The topic related to the motivation in language learning have been studied by several researchers (Khair, 2008 in Bangladesh; Razmudah, 2011 in Indonesia; Wiwolmas, 2011 in Thailand; Nuchnoi, 2011 in Thailand ; Wu, et al; Polat, 2011 in Turkey; and Wong, 2010 in China). However, most of the researchers only focus in one particular motivation. To fill this gap in the literature, this study was to investigate the students' level of motivation in English learning and what mostly motived them to learn English between instrumental or integrative motivation.

THEORETICAL FRAMEWORK

According to Uno (2006), the nature of motivation in learning is an internal and external impetus of the students. Those impetus make the students can change their behavior when they are leaning. In general, the indicators of motivation in learning are:

(1) there is a feeling and willingness to be success; (2) there is impetus and needs to learn; (3) there is a hope and goal in the future; (4) there is appreciation in learning; (5) there is an interesting activity in learning; and (6) there is conducive learning environment.

Moreover, Ellis (1994), in an overview of research on motivation, simply asserted that motivation affects the extent to which language learners preserve in learning, what kind of behavior they exert, and their actual achievement. Woldwoski (1985) explained motivation as "the process that can (a) arouse and instigate behavior, (b) give direction or purpose to behavior, (c) continue to allow behavior to persist, and (d) lead to choose or prefer a particular behavior" (p. 2).

Motivation does not appear as itself. According to Harmer (2001) there are some sources of motivation in learning language. The first list of them is "the society we live in". He believes that motivation can come from outside the class. It can be how the importance of English learning in the society, in the school situation, the cultural image of English, etc. Another source is "significant others". People around the students can be the source how they got motivation. It can be their parents, their teachers, their friends, or even their idol"Curiosity of the students" is also reputed as the sources of motivation by Uno (2006, p.64). The students' inner willingness to know something can be the sources of how they motivate them self. Many factors can affect students' successful in learning. Motivations of English learners are regarded as one of the most important aspect to determine how far the learner can be success. It is believed that students with higher motivation of learning foreign languages tend to perform better than those who have low motivation (Chang, 2005). Instrumental and integrative motivations are the work of Gardner (1985) who carried out historically significant studies of motivation in second language learning in 1985, Brown (2000) stated that motivation was examined as a factor of a number of different kinds of attitudes. Two different clusters of attitudes divided two basic types of motivation called as "instrumental" and "integrative" motivation:

Instrumental motivation is language learning to achieve instrumental goals such as, career, language requirement, job promotion, etc. So the learners with an instrumental motivation want to learn a language because of a practical reason such as getting a great job, passing the examination, or increasing their social status. Integrative motivation is language learning to integrate into the second language culture and groups. So the learners who are more integratively motivated want to learn the language because they want to get to know the people who speak that language. They are also interested in the culture associated with that language. Integrative motivated learners may have significant others such as a boyfriend or girlfriend or family members who speak the language, and heritage language learners typically have a particularly strong integrative motivation for language learning.

METHOD

This study was conducted in one state university in Jambi. The researcher employedfirst year students in English Study program of one state university in Jambi as the population. The researcher decided to usetotal sampling strategy to select the respondent. Questionnaire was used to conduct this survey research. The questionnaire was made based on 6 criteria of instrumental motivation and integrative motivation. The questionnaire format consists of general demographic information of students and students motivation level (Wiwolmas, 2011).

Likert scale of five points will be used to measure the level of learning motivation. Such scale was used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria:

Table 1: **The interpretation of the result**

Mean Range	Interpretation
3,68-5,00	High degree of motivation
2,34-3,67	Moderate degree of motivation
1,00-2,33	Low degree of motivation

(Adopted from Wiwolmas, 2011)

FINDINGS AND DISCUSSIONS

The level of motivation was examined by two kinds of language learning motivation, namely: instrumental motivation and integrative motivation developed by Gardner (1985). The result of this research showed that students' motivation in English learning in average was moderate degree of motivation. Instrumental motivation appeared as the higher motivational level in learning English by the students. The specific distribution per characteristics of instrumental motivation and integrative motivation can be shown in the table below:

Table 2: Distribution per characteristics of instrumental and integrative motivation

No	Descriptors	Total Number	Mean Score	Interpretation Level
1.	**Instrumental Motivation**	**15**	**3,79**	**High**
	➢ students' willingness to achieve a good career	(1,2,3,4)	3,92	High
	➢ students' willingness to pass examination/ college requirement	(5,6,7,8,9,10)	3,80	High
	➢ students' willingness to increase the social status	(11,12,13,14,15)	3,72	High
2.	**Integrative Motivation**	**15**	**3,35**	**Moderate**
	➢ Students' willingness to know the people or a group who speak that language	(16,17,18,19,20)	3,24	Moderate
	➢ Students'willingness to travel to a particular place	(21,22,23)	3,45	Moderate
	➢ Students interest to know the culture, behavior and the custom of target language, students willingness to learn the science of English	(24,25,26,27)	3,30	Moderate
	➢ students willingness to learn	(28,29,30)	3,43	Moderate

	the science of English			
Level of students motivation in English learning in whole			**3,56**	**Moderate**

The differences between instrumental and integrative motivations in the table indicated that every student had different responses for each kind of motivation. Most of students' agreed that academic purposes had more impacts on their level of motivation. The most affective reasons why they learnt English because they wanted to achieve a good career, wanted to pass examination, and wanted to increase their social status. Though instrumental motivation as the dominant motivation in English learning by the students, integrative motivation also contributed the students to learn English. It was proved by students' responses in answering the questionnaire of integrative motivation. Mean score for the integrative motivation was 3,35, indicating as a moderate degree. So, it can be concluded that both instrumental and integrative motivations have contributions for the students in learning the target language. Chang (2005) stated that students with higher motivation of learning foreign languages tended to perform better than those who had lower motivation. Also, Lilttlewood (1995) noted that in language learning, motivation was the crucial force which determines whether a learner starts on task at all, how much energy the learners disgorges to it, and how long they perseveres.

Most of students' motivation level in this study interpreted as amoderate degree of motivation, and there were no student with a low motivation to learn. It means the students' level to succeed in achieving the target language was also in a moderate level. By this result, motivation in English learning can help them to be better in their class and also help them to achieve the target language.

Level of students' motivation in English learning based on gender

In terms of gender, we divided the level into two categories of gender to see how instrumental and integrative motivations influenced their motivation. Motivation had a different response for male and female students. Male students had a moderate degree of motivation and so did the females. But the higher mean score was gotten by the female students. This result proved the research from Polat (2011) about sex variable in a foreign language learning. He found that male and female had a different system of intelligence, but female system was more suitable in a foreign language learning. He also found that in differentiating English accents, the females tended to be better than the males. The level of students' motivation in English learning was based on gender tabulated in the table below:

Table 3. Level of students' motivation in English learning based on gender

Gender	Respondent (N)	Average Total (X_2)	Level of Motivation
Male	10	3.35	Moderate
Female	44	3.61	Moderate

CONCLUSION AND SUGGESTION

The aim of the study, within the Gardner's (1985) motivational constructs, was to investigate EFL undergraduate student teachers' motivation in learning English at one English education study program-a public university in Jambi. We concluded that students in English study program at one state university in Jambi had a different level of motivation. In average, all of students had a moderate degree of motivation. Instrumental motivation had high level of motivation but integrative had moderate degree. The female students appeared to have a higher level of motivation than male students.

Motivation is very important in learning and students should realize it. By caring of their academic purposes can make them increase their instrumental motivation and the students are also hoped to give more attention to the language itself and the group who speak English. It can help them to increase integrative motivation and also increase their performance and self-confidence in using English.

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Teaching English at Madrasah: Academic and Non-Academic Challenges

Nuraini, Feti kurniati, and Hadiyanto
Jambi University

This qualitative case study investigated English teachers' challenges in teaching English and their efforts to anticipate the challenges factors in teaching English at two Madrasah Tsanawiyah. Data were collected through a demographic questionnaire and the interviews process from three English teachers. The demographic data were analyzed descriptively. The interviews data were analyzed using within-case and cross-case displays and analyses. The findings indicated that four major themes with their sub-themes that emerged were academic challenges (students' demotivation and low students' basic English ability), non academic challenges (lack of facilities, crowded classroom, and socio-economic level), teachers' effort, and leader's support. Policy recommendations and implications of findings and future research are also discussed.

Key words: Teaching English as a foreign language, Madrasah Tsanawiyah schools, Challenges

INTRODUCTION

Teaching English in Indonesia has its own potential challenges since it has been an international language for this globalisation era. English has been taught earlier in primary school in the aims of good communication competence. Serving for this purpose, English language teaching departments at universities are enlarging their capacities to train more language teachers in teaching. So, the language teachers, especially English know how to transfer the competence in English to the students.

English language is one of compulsory subjects that is learned by students at madrasah tsanawiyah (an Islamic school model which is similar to junior high school). Eventhough students of madrasah tsanawiyah have learned English starting from madrasah ibtidaiyah (similar to elementary school) for several years, many of them could not reach the desired communicative level of English. It might happen because teaching English as a foreign context for the students of madrasah tsanawiyah is not an easy thing to do. However, it seems that English teachers also struggle to teach their students effectively. Many challenging situations in EFL classrooms at Madrasah influence teaching and learning. Some challenges faced by English teachers at Madrasah such as curriculum, textbook, qualified teachers, lack of support, and affective administration.

Previous research, for example, Rohmah (2009) found that tmost challenges faced by English teachers at madrasah tsanawiyah included limited financial support and limited resources available (materials). Furthermore, she also stated that most of madrasah teachers have been educated within the Islamic education system, which has traditionally had a focus on preparing teachers to teach religious studies, hence there is a high incidence of mismatched teachers; those teaching subjects for which they have not been trained. One study (Kizildag, 2009) from Turkey indicated that English language teachers experienced three main challenges while teaching English including institutional, instructional and socio-economic challenges. Also, Alwasilah (2009)

stated that English lesson was the lowest score achieved by madrasah tsanawiyah students. That reason motivated the researcher to see deeply challenges in teaching English at madrasah tsanawiyah.

However, research on English teachers' challenges in teaching English and their efforts to anticipate the challenges factors in teaching English at Madrasah Tsanawiyah is still understudied. To fill this gap in the literature, this study was to investigate English teachers' challenges in teaching English and their efforts to anticipate the challenges factors in teaching English at one Madrasah Tsanawiyah in Jambi.

Teaching English as a Foreign Language in Indonesia: Challenges

Madrasah tsanawiyah or islamic junior high school in Indonesia is one of the basic education levels in the formal education field. This level of education is taken when a student has been graduated from elementary school or madrasah ibtidaiyah. In this level the students will spend at least three years before getting graduation, It starts from grade seven until grade nine. The teaching of English has become increasingly important as a foreign language in Indonesia. Teaching English in Junior school has existed around the world in many countries where the learners are adolescents (Harmer, 2001). However, there are many challenges faced by teachers in teaching English as a foreign language such as lack of learner motivation, in sufficient time, resources, and materials, over-crowded English classes, background of English teachers, poor ability, and lack of management (Mukminin, Muazza, Hustarna, & Sari, 2015; Gamit, 2012; Khan, 2011 Lynch, 2008; Mukattash, 1983).

For example, in terms of lack of learner motivation, students may not have inspired and interested towards the learning of English language. They have even feared of failure in exams. A study done by Mukminin, Muazza, Hustarna, and Sari (2015) found that Indonesian senior high schools students were lack of motivation in learning English because they learned English due to part of their school curriculum. This finding indicates that teachers need more efforts to encourage students to learn English

With regard to insufficient resources and materials, Mukminin, Muazza, Hustarna, and Sari (2015) found that limited supporting facility was one of the demotivating factors among Indonesian senior high school English teachers. As a foreign language, when English is learnt or taught, it requires long time and adequate resources and materials to create English classroom climates which facilitate teaching-learning process. Furthermore, Khan (2011) argued that there were severals challenges of teaching and learning English as a foreign language in Islamic environmen including background of English teachers, poor English ability, lack of management while Kizildag (2009) stated that there were three types of challenges in teaching English, they are institutional challenges (lack of support from the school or the Ministry of National Education), instructional challenges (a busy curriculum and inappropriate textbooks), and socio-economic challenges (lower socio-economic levels of the parents and lower awareness of the importance of learning English.

METHOD

Design

In this study, we used qualitative research with a case study approach to describe the English teachers' perspective about the challenges and the efforts to anticipate the challenges in teaching English at two Madrasah tsanawiyah. According to Creswell (2007, 2011) and Marriam (1998), case study research involves the study of an issue explored through one or more cases within a bound system. Therefore, in this study, the case study design was chosen as the proper research strategy to explore English teachers' perspective about the challenges and the efforts to anticipate the challenges in teaching English at two Madrasah tsanawiyah. The selection of a qualitative case study approach in this study was because the findings of this study should not be generalized to the other places.

Research Sites and Participants

The site for this study was at two Madrasah tsanawiyah in Jambi. To get the access to the school and teachers, a variety of networking sources were used, including sending a letter from the dean of faculty of education and sending an invitation letter followed up by giving an informed consent form. The participants in this research were three English teachers from two Madrasah tsanawiyah. Their names (pseudonyms) are Latifah, Nani, and Andi. **Latifah** is a senior English teacher at madrasah tsanawiyah. She has spent more than thirteen years in teaching English. She has already achieved her master's degree. **Nina** is the youngest English teachers at Madrasah Tsanawiyah. She has spent more than twelve years in teaching English. She got her master's degree in 2012. **Andi** is a male teacher aged around 26 years old. His career in teaching could be said as a new teacher.

Data Collection, Analysis, and Trustworthiness

The data were collected by doing in-depth interviews and a demographic survey. Interview is the best way to collect the data because we as an researcher interview the participant to find out from them all the things that we cannot directly observe (Patton,1990; Merriam, 1998). We used a semi-structured interview and each participant was interviewed for about 20 – 30 minutes. All interviews were recorded with the consent of the participants and transcribed. The demographic data were

analyzed descriptively. The demographic survey was used in order to get the additional information about the participants. We transcribed the interview data and all the transcripts were analyzed to identify categories or themes related to English teachers' challenges in teaching English and their efforts to anticipate the challenges factors in teaching English at Madrasah Tsanawiyah. To find and describe challenging factors in teaching English, we analyzed and reanalyzed the individual interviews data by using *within-case* and *cross-case displays* (Miles & Huberman, 1994) and connected the data with research questions.

To establish the" trustworthiness" (Lincoln & Guba 1985; Mukminin, 2012), we completed the the following procedures. We conducted the Interview 20- 30 minutes depending on the questions and the conditions. We gave the data back to the participants that had been interviewed to make sure if they agreed or not with the data.

FINDINGS

The purposes of this qualitative case study were to investigate English teachers' challenges in teaching English and their efforts to anticipate the challenges factors in teaching English at two Madrasah Tsanawiyah. The findings of the study indicated that four major themes with their sub-themes that emerged were academic challenges (students' demotivation and low students' basic English ability), non academic challenges (lack of facilities, crowded classroom, socio economic status), teachers' efforts, and leader's support.

Table 1. Themes and sub-themes from the interview data

Themes	Sub-themes
Academic challenges	Students' demotivation Low students' basic English ability
Non-academic challenges	Lack of facilities Crowded classroom Socio-economic status
Teachers' efforts	Giving motivation Playing game Providing textbooks
Leader's support	

Academic challenges

In term of academic challenges, two sub-themes emerged commonly during the interview: students' demotivation and low students' basic English ability. For *students' demotivation or lack of motivation*, all of the participants in this research stated motivation as the major component in learning English. Without having any motivation, students cannot receive the teaching materials easily.

Latifah: yeah, they have less motivation to study English.

The other challenge related to students' demotivation is about students' disconfidence. For example,

Nina: Because most of students are shy to show their ideas. For example,

Also, the participants faced students' laziness as part of students' demotivation.

Latifah: They have to read this, they have to speak this. I think it is a challenge too for me, because they are lazy to speak in English.

For the sub-theme of low students' basic English ability, one common finding is lack of vocabulary. Vocabulary is the most important aspect that students must have in learning a language. Without grammar very little can by conveyed, without vocabulary *nothing* can be conveyed (Wilkins, 1974; Chen, 2009). In this study, all of the participants stated lack of vocabulary that their students' had made the teaching and learning process run ineffectively.

Latifah: The students do not understand when I say the words in English. So, I had to use two languages at the same time and I think it is rather tiring.

Nina: I think the vocabulary is important to the students. But the students do not have enough vocabulary.

Andi: They have lack of vocabulary and it influences their ability.

Non Academic Challenges

The findings indicated that non academic challenges such as lack of facilities, socio economic level, crowded classroom, and school management were the problems that they faced to teach English at Madrasah. All participants commented on *the facilities* at their school as one big challenge for them in teaching English as a foreign language. For example,

Latifah: No, I think I tell you about the truth. The students here only use worksheet. No books from the school… *Also* the facility in this school doesn't support us, we don't have listening a laboratory here."

Nina: No textbooks, they only have the worksheet. So, the students did not have any specific textbooks.

Other non-academic challenge was *students' socio-economic status***.** All the participants described the socio-economic challenges such as lack of support from the families. Working with low socio- economic level students, participants were challenged by parental understandings on the importance of English.

Nina: If parents support their children, unconciously the students are motivated to study. Depending on parents and socio economic factors.

Latifah: You know in the classroom students need a dictionary, But they say that they cannot afford to buy a dictionary because it is not cheap.

Crowded classroom was one of the challenging factors that influenced teachers to teach English at Madrasah. Two participants mentioned that crowded classroom caused uneffective teaching and learning processes. The English teachers could not give full attention to students because they cannot handle the class by themselves. Instead, crowded classes created bad athmosphere in teaching process. For instance,

Latifah: I think it is very crowded, because the ideal class should be not more than thirty students. While in here, we have forty three, forty four, forty five students**.** It is very hot and because sometimes the students are very noisy

Teachers' efforts

The English teachers use the following effort to minimize the challenges in teaching English at Madrasah, the participants in this study did the following efforts such as giving motivation, playing games, and providing textbooks. In terms of giving

motivation, participants in this study explained that giving motivation was the basic effort that they could do for their students in learning English.

Latifah: Ok, before I teach them sometimes I motivate them. English is important to them because lot of work and lot of occupation need English, need English skill. So, before I teach them I motivate them learn English, not only learning English. Learning anything I think. Learning English will help them to get a better life than their parents before, because of the students here come from not good in economic situations.

Nina : I just want to motivate them better in learning English. By giving them motivation, they could increase their willingness in learning and they will understand how important English is for their future.

Additionally, playing game is also another effort that participants used to deal with academic and non-academic challenges. By giving some games that were related to the teaching materials could improve students' willingness in learning English.

Latifah: I motivate the students by giving some games to them.

Nina: Playing a variety of games is one of the things that I do to motivate my students.

Andi: Well, I use games to motivate my students.

Participants in this study also provided their students with textbooks as there was no texts in the school.

Latifah: No, but I still find other books because I think it is important for me and this is important for my students too. That's why I don't care about the school facility. As long as I can give what the students need. I can buy it by myself.

Nina: later on, we could download some materials based on the standard and give it to the students.

Leader's Supports

One of the common themes that emerged in the interview was leader's support in terms of providing the teaching media, providing dictionary for the students, giving training for English teachers, and evaluating teachers.

Nina: from the leader, I think like giving and providing the media, and then by doing supervision

Andi: Taken from Dana BOS, the school provides dictionary for the students.

Surprisingly, Latifah was the one who was teaching in the same place as Nina, but she did not get any support from the leader of school.

Latifah: I have for four years ago asked him to buy one in-focus to make the students, the teacher easier in learning. But the problem is still always always money money, we don't have money money.

DISCUSSION

The purposes of this qualitative case study were to investigate English teachers' challenges in teaching English and their efforts to anticipate the challenges factors in teaching English at two Madrasah Tsanawiyah. It was not easy to determine what mostly challenged English teachers in teaching English as a foreign language at two

Madrasah Tsanawiyah as all of the factors seemed to be involvedly interlinked. However, based on the within and cross-case analyses, we found four major themes with their sub-themes that emerged were academic challenges (students' demotivation and low students' basic English ability), non academic challenges (lack of facilities, crowded classroom, and low socio-economic status), teachers' effort, and leader's support.

Based on the findings, the students' demotivation could be identified as the most challenging factor that English teachers faced while teaching English at madrasah. All the participants thought that demotivation was the key element affecting students' learning process. The students would be easy to understand the teaching materials if they had a good motivation while following the learning process. In this case, the participants found that most of students had lack of motivation in learning process. It was really challenging them in teaching. The finding is in line with what Sadtono et al. (1997) Rahman and Alhaisoni (2013) found that low motivation caused the students have difficulties to achieve good scores in learning English. Additionally, the finding support what Mukminin, Muazza, Hustarna, and Sari (2015) found in their study that students' lack of motivation was one of the most challenging factors in learning English as a foreign language in a non-speaking country.

Furthermore, the finding of this study indicated that most of students had lack of vocabulary and low basic English ability which challenged participants in this study while teaching. Chen (2009) stated that a language without vocabulary, nothing could be conveyed. The participants in this study had to explain and translate the words in Bahasa at the same time. Students' limited basic knowledge in English language was also one of the issues that demotivated teachers to teach as found in Mukminin, Muazza, Hustarna, and Sari's (2015) study.

In terms of non academic challenges, the findings of this study indicated that limited facilities for teaching and learning English, crowded classrooms, and low socio-economic status were the three challenging issues in teaching English at madrasah. However, although participants in this study faced various academic and non-academic challenges, they still had some efforts to motivate their students by preparing games for teaching and learning process to attract students' attention and providing their students with textbooks that they bought with their own money. Surprisingly, although not all participants received support from their leaders, two participants in this study expressed that their school leaders provided them with some supports such as providing the teaching media, providing dictionary for the students, giving training for English teachers, and evaluating teachers.

Policy, programs, and practices implications

Implications for policies, programs, and practices can be taken from the findings of this study. The findings of our study indicated students' limited basic knowledge in English language and students' lack of motivation were the two major challenges for English teachers at madrasah. The findings suggest that school leaders at departmental and school levels could provide *after school programs* for students to learn English at madrasah. They could cooperate with several non-government organizations and with other schools having English extracurricular programs. For lack of teaching materials, school leaders at departmental and school levels could help teachers by cooperating with companies, universities, or public library.

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The IEPC Strategy, Reading Comprehension and ITS Effect on Student Achievement: A Quasi Experimental Study at One Junior High School in Jambi

Oktiana Amri and Andi Fatimah
Jambi University

The aim of this study was to investigate whether or not there was any significant effect of IEPC on reading comprehension achievement of students at One Junior High School in Jambi. The IEPC (Imagine, elaborate, predict and confirm) is one of language teaching strategies in reading comprehension, this strategy can be used to solve student's difficulties in comprehending the texts. The participants of this research were the eighth graders at One Junior High School in Jambi. One group of students was assigned as the experimental group and the other one was assigned as a control group. To collect the data, pre-and post-tests were used. The result of this research showed that t-test value was 4.069, at the level of significance 0.05 with df 54, the value of t-table was 2.00. Also, the t-test value was bigger than t-table indicated that the research hypothesis (H1) was accepted where students who were taught by using the IEPC strategy improved their reading achievement. It is concluded the IEPC strategy can help students to comprehend reading texts.

Key words: Iepc, strategy, reading comprehension, achievement

INTRODUCTION

Reading is still considered a subject that is relatively difficult to be understood by most junior high school students. Students can read the texts generally but, they often have difficulties in comprehending the texts and answer the question. Students who are able to read well will be able to improve their knowledge. By reading, the students can acquire valuable sources and information that can improve their thinking to generate ideas and solve the problems. To be a good reader in EFL reading, she or he should have strategies. According to Oxford (2003), language learning strategies are specific ways used by language learners to understand the learning processes while teaching strategies are the ways that teachers use to motivate students in learning the language.

There are many ways and strategies of comprehending reading texts. One of them is the IEPC (imagine, elaborate, predict, and confirm) strategy. This strategy, according to Wood (2002) is designed to motivate students' interest in reading while simultaneously enhancing their ability to comprehend the texts. This strategy is designed to activate students' prior knowledge on a topic, elicit their thinking and images, set purposes and predictions, and motivate them in order to want to read the selection to follow. The aim of this study was to investigate whether or not there was any significant effect of IEPC on reading comprehension achievement of students at One Junior High School in Jambi.

METHODS

In this research, the researcher used an experimental research. This research was to test the hypothesis and interpret obtained data. The experimental research involved a

study of the effect of the systematic manipulation of one variable on another variable (Ary, et al., 2002; Creswell, 2012).This research used a quasi-experimental design especially "a nonequivalent control group design", because this research used the existing class and the participants were not randomly assigned to groups consist of experimental and control classes (Creswell, 2012; Johnson & Christensen, 2008). In this research, we took the sample from two classes, one as the experimental group (28 students) and the other one as the control group (28 students).

FINDINGS AND DISCUSSION

In the experimental group, there were 28 students' score taken for the pre- test and post- test data. The result of pre-test in the experimental group showed that the lowest score (15) was obtained by one student and the highest score (65) was obtained by one student. The average score of pretest before the IEPC strategy treatment given was 39.46. Conversely, after the treatment of IEPC strategy given, the average scores increased to 18.39 %. The average score of post- test after treatment given became 57.85. The results showed the lowest score (40) was obtained by one student and the highest scores (75) were obtained by three students.

Table 1: The distribution of pre-test and post- test score in the experimental group

Score	Category	Pre-test		Post test	
		Frequency	Percentage	Frequency	Percentage
81- 100	Very good	-	-	-	-
61-80	Good	1	3.57 %	9	32.14 %
41-60	Fair	9	32.14 %	18	64.28 %
21- 40	Weak	17	60.71 %	1	3.57 %
0-20	Poor	1	3.57 %	-	-
Total		28	99.99 %	28	99.99 %

The result of pre-test in control group showed that the lowest score (15) was obtained by one student and the highest score (65) was obtained by one student. The average score of pretest is 38.92. In posttest, the lowest score (20) was obtained by one student and the highest score (70) was obtained by three students. Table 4.1.2 shows the score of distribution in the control group.

Table 2: The distribution of pre-test and post- test score in control group.

Score	Category	Pre-test		Post test	
		Frequency	Percentage	Frequency	Percentage
81- 100	Very good	-	-	-	-
61-80	Good	1	3.57 %	3	10.71 %
41-60	Fair	10	35.71 %	14	50.00 %
21- 40	Weak	14	50.00 %	10	35.71 %
0-20	Poor	3	10.71 %	1	3.57 %
Total		28	99.99 %	28	99.99 %

Based on the data, it was found that the pre-test average score of the experimental group (39.46) was almost the same as that of the control group (38.92), but in the post test, the average score of the experimental group (57.85) was different

from that of the control group (44.46). Additionally, it was found that the value of t-test was 4.069 and then the value of t-table was 2.000 with the degree of freedom of 60 and the level of confidence of 0.05. So, it be concluded that the value of t-test was higher than the value of t-table. In other words, the null hypothesis (H_0) was rejected and alternate hypothesis (H_1) was accepted.

CONCLUSIONS

The aim of this study was to investigate whether or not there was any significant effect of IEPC on reading comprehension achievement of students at One Junior High School in Jambi.

Based on the data analysis, it can be concluded that (1) there was a significant difference on the mean between pretest and posttest scores, where in pretest, the experimental group had the average score of 39.46 while in the posttest, they had the average score of 57.85, suggesting that there was an improvement on students' reading comprehension after students taught by using IEPC strategy. Secondly, it was found that the value of t-test was 4.069. It was higher than the value of critical t in t-table; that was 2.000 with degree of freedom of 60 and level confidence of 0.05. It proved that the effects of IEPC strategy to improving student's reading comprehension had given better results in student's reading comprehension achievement. It means that the IEPC strategy positively affected the reading comprehension achievement of students at One Junior High School in Jambi.

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Language Learning Strategies among Junior High School Students in Learning English

Repblicha Astriyadi, Karmi, and Susiana
repblicha19@gmail.com
Jambi University

The aim of this study was to investigate the language learning strategies that were used by junior high school students at one junior high school in Jambi City. This study used quantitative method with a survey research design. The data were collected by using the Strategy Inventory for Language Learning (SILL) questionnaire and were analyzed in terms of descriptive statistics by using the SPSS 16. This study involved 183 students. The analysis of the data was based on the students' responses to fifty statements consisting of six parts: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies for which they were required to tick any of five alternatives namely never, seldom, sometimes, usually, and always. The study found that the use of overall language learning strategies fell into medium level, meaning that the students sometimes used those strategies. In particular, metacognitive strategies were found as the most frequently strategies used by female students, followed by memory, affective, cognitive, social, and compensation strategies.

Key words: Quantitative, language learning strategies, survey research.

INTRODUCTION

Students have some strategies to improve their ability in English in order to get their goals which can be considered as their language learning strategies. The term 'language learning strategies' seems to be more complex. It is because language learning strategies is the result of direct instruction in the rules of learning where the learners get the knowledge of the target language. Oxford (1990, p.8) stated, "learning strategies are specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation". Language learning strategies are believed to play a vital role in learning a target language, as they may assist learners in mastering the forms and functions required for reception and production in the target language and thus affect achievement (Yang, 2009). The students will get an easy understanding if they apply strategies in increasing their language skills.

The use of appropriate language learning strategies can enhance the capabilities and at the same time it allows students to take responsibility for their own learning with increasing independence and self-direction. Understanding and awareness of language learning strategies can provide valuable insights into the process of language learning. Teachers can provide guidance to students who do not have the knowledge or skills in a particular use of language learning strategies. This research seeks to answer the question of "What are the language learning strategies used by eighth graders in learning English?" The objective was to examine the Language Learning Strategies used by Eighth Graders in Learning English at one junior high school

THEORETICAL FRAMEWORK

Language learning strategies have been defined in various ways. Rubin (1987) gave a broad definition about language learning strategies as "strategies which contribute to the development of the language system which the learner constructs and affect learning directly". Rubin (1987) identified two kinds of learning strategies: those which contribute directly to learning strategies and those which contribute indirectly to learning. The direct learning strategies including clarification/ verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice and the indirect learning strategies, including creating opportunities for practice and production tricks).

On the other hand, Ellis (1986) defines language learning strategies as "strategies consisting of mental and behavioral activities related to some specific stage in the overall process of language acquisition or language use". O'Malley et al. (1985) developed taxonomy of their own identifying 26 strategies consisting of three categories: metacognitive (knowing about learning), cognitive (specific to distinct learning activities), and social.

One of the most applicable definitions that have been most frequently cited in the literature is provided by Oxford (1990). She defines language learning strategy as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". Oxford (1990) classified learning strategies into six groups: memory strategies (which relate to how students remember language), cognitive strategies (which relate to how students think about their learning), compensation strategies (which enable students to make up for limited knowledge), metacognitive strategies (relating to how students manage their own learning), affective strategies (relating to students' feelings) and social strategies (which involve learning by interaction with others).

METHOD

For this study, a quantitative method with survey design was used to investigate Language Learning Strategies among Junior High School Students in Learning English especially in eighth graders used. Researchers distributed a survey to the students to find out the English learning strategy. The total participants of the study were 183 students.

In this research, the researcher used a close ended questionnaire to collect the data. SILL questionnaire ESL/EFL version 7.0 (Oxford, 1989) was used in this research. It measured the types (memory, cognitive, compensation, metacognitive, affective, and social) and frequency of strategy used. The instrument consisted of 50 statements. Items 1-9 were about the effectiveness of memory (memory strategies); items 10-23 represented the mental process (cognitive strategies); items 24-29 were the compensation for missing knowledge (compensation strategies); items 30-38 dealed with the organization and evaluation of learning or indirect strategies (metacognitive strategies); items 39-44 dealt with emotion management (affective strategies); items 45-50 were about learning with others (social strategies). In this questionnaire, each statement included five alternative answers; (5) always, (4) often, (3) sometimes, (2) seldom, (1) never, which is also called the Likert Scale.

FINDINGS

In this study, the findings were collected and analysed from the data of questionnaires that were distributed to all eighth graders at one junior high school in Jambi city. There were two data sets related to the findings of the study: The first was the data from demographic questionnaire and the second was the data from closed-ended questionnaire.

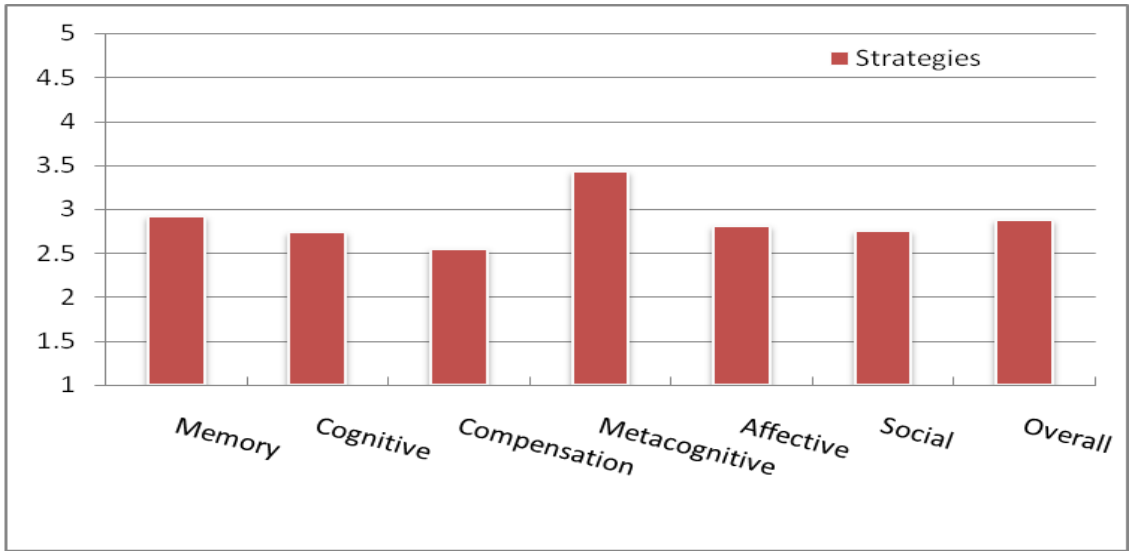
Language Learning Strategies Used by Eighth Graders in Learning English

50 items were given to the participants to ask about their language learning strategies in English. The results indicated that there were six strategies used by the eighth graders at the research site.

Table 1: Language learning Strategies used the eighth graders at the research site

Strategies	N	Mean (M)	Standard Deviation (SD)
Memory	183	2.92	0.61
Cognitive	183	2.74	0.68
Compensation	183	2.55	0.49
Metacognitive	183	3.43	0.71
Affective	183	2.81	0.50
Social	183	2.75	0.70
Overall Strategy Use	183	2.88	0.43

Figure 1: Language learning Strategies used the eighth graders at the research site



The findings implied that each student used more than one strategy. The mean of frequency of overall strategy used was 2.88 and 0.43 for standard deviation, it could be interpreted at a medium degree suggesting that students sometimes used all of strategies in learning English. According to the result, the most frequently used strategy was metacognitive strategies elicited 3.37 for mean and 0.71 for standard deviation, which was at a medium degree. Metacognitive strategies are techniques used for organizing, planning, focusing and evaluating one's own learning. Metacognitive strategies consisted of 9 statements. It indicated that eighth graders had motivation and awareness of the importance of learning English so they monitored their learning to be succsessful.

Nevertheless, Oxford (1990) Green and Oxford (1995) reported that despite the importance of metacognitive strategies, learners rarely or unconsciously used these strategies.

Another strategy receiving a medium interpretation was memory strategies. The mean score for that strategy was 2.92 and 0.61 for standard deviation. Memory strategies are related to how students remember language. In memory strategies, learners used to store and retrieve information. In memory strategies contain 9 statements related to language learning strategies in English. Based on the mean obtained by the eighth graders, they generally did not use the English words in different sentences to remember it or they were in medium degree. According Oxford (1990), that there are some factors to find, apply, and choose language learning strategies. So, after students got a new vocabulary then they applied it in sentences. Eighth graders learned new English words by connected the sound of a new English word and a picture of the word. They also remembered a new English word by using rhymes, identifying a familiar word into first language, and grouping words based on part of speech.

The next strategy was affective strategies elicited 2.81 for the mean score and 0.50 for standard deviation. It was interpreted at the medium degree. Affective strategies contain 6 statements are used for handling feelings, attitudes and motivations. Oxford (1990) referred the term "affective" to emotions, attitudes, motivation and values. Affective factors are always deep into language learning, as they are in all kinds of learning. Positive feelings will result in better performance in language learning. Thus, while learning a new language, learners can gain control over factors related to emotions, attitudes, motivations and values through the use of affective strategies. Additionally, social strategy received a medium interpretation with the mean score of 2.75 and standard deviation 0.70. Social strategies help the learner to work with others and understand the target culture as well as the language and, as Oxford (1990) states "language is a form of social behavior." It was impossible to discriminate language from social interactions. Social strategies contain 6 statements, including asking questions, cooperating with others, and emphathizing with others (Oxford, 1990). While learning a new language one has to get help from more proficient users of the target language.

Another interesting strategy was cognitive strategies with the mean of 2.74 and 0.68 for standard deviation. Cognitive strategies are related to how students acquire knowledge about language. Cognitive strategies enable learners to understand and produce new language. For this strategy, the eighth graders got a medium interpretation or they sometimes used this strategy. Cognitive strategies contained 14 statements. In this strategy, the eighth graders could summarize the information that they heard or read in English. And when they found difficult words and important sentences, they made highlights more often to make them remember the lesson easily.

The last is compensation strategy receiving medium interpretation. The mean for that strategy was 2.55 and the standard deviation was 0.49. Compensation strategies are the strategies that enable students to use the new language for either comprehension or production despite possible limitations in information. Compensation strategies a include such strategies as guessing and using gestures (Oxford, 1990). Such strategies are needed to fill any gaps in the knowledge of the language. Compensation strategies contained 6 statements. Using cognitive strategies more often could enable students to manipulate the language material in direct ways, e.g., through reasoning, analysing, note

taking, summarizing, synthesizing, outlining, reorganizing information to develop knowledge structures and practising structures (Oxford, 1993).

CONCLUSION

The findings in this study showed that the 183 eight graders students at one junior high school in Jambi City used six strategies in learning English. In general, there was no big differences among the frequency of each strategy that the eight graders students reported, all in the medium interpretation. According to the rank order of the frequency of use, the most frequently used strategy was metacognitive strategies and followed by memory strategies, affective strategies, cognitive strategies, social strategies, and compensation strategies. The findings of the current study revealed that metacognitive strategies were most frequently used. In addition, the mean score of the overall strategy use was 2.88, which showed in a medium interpretation.

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Toward a Better Preparation of Student Teachers' Reading Skill: The SQ3R Strategy With Authentic and Simplified Texts on Reading Literacy and Vocabulary Mastery

Robi Soma
Jambi University

The purpose of the quantitative study with a factorial experimental approach was to examine the significant increase and difference of students' achievement in reading literacy and vocabulary mastery after being taught through the SQ3R with authentic texts and simplified texts at one English Study Program Public University in Jambi, Indonesia. The sample of this study was 56 six semester student teachers at one public university in Jambi. To collecting the data, pre-test and post-test techniques were used. The result of paired sample t-test showed that there was a significant progress in students' achievement of reading literacy and vocabulary mastery of both experimental groups. Moreover, the result of independent sample t-test analysis showed that there was no significant difference in students' achievement of reading literacy and vocabulary mastery between both experimental groups as well as level of achievement. The factorial analysis showed that there was an interaction between the kind of texts and students' level of achievement both high and low achievers. Implications of findings and suggestions are discussed

Keywords: authentic texts, simplified texts, high and low achievers

INTRODUCTION

Reading is a way of getting knowledge and is one of the literacy skills which a person needs to understand. Reading literacy is the capability to grasp the gist of a text. It has a very close relationship with writing literacy, that is, the ability of how to express our thoughts as well as ideas on paper. Even though we read every day, we view reading differently depending on our objective. Some people may read for pleasure, whereas some others probably read for information. In terms of academic fields, reading is important to help students get a better understanding about their subjects. Kabilan, Seng, and Kee (2010) stated, "reading is a dynamic, cognitive and interactive process and not merely a process of decoding of codes in printed form but also a process of creating meaning as a result of the transaction between the reader and the text" (p. 128). Nowadays, due to the advanced technology, students can get suitable reading materials they need to support their comprehension of the course taken. At the same time, reading literacy is developed through good reading materials. Meanwhile, Hill (2006; 2008, p. 3) stated, "literacy comprises the four basic English skills namely; reading, listening, speaking and writing". Those four literacy skills play an important role to make the students better at communicating effectively. The concept of literacy is broad covering media literacy, visual literacy, and functional literacy.

The plural form of literacies is now commonly used (Hill, 2006; 2008). Therefore, reading literacy is defined as "understanding, using and reflecting on writing texts, in order to achieve one's goals, to develop one's knowledge, potential, and to participate in society" (OECD, 2009, p. 20). Furthermore, Elley (1992 as cited in Diem,

2011) mentioned that the score of our country in the South-East Asia region in that the Indonesian students reading literacy was very low with the score of 51.7 compared to the Philippines with the score of 52.6, Thailand with the score of 65.1, Singapore with the score of 7.4, and Hongkong with the score of 75.5. Meanwhile, according to the report from the Progress International Reading Literacy Study (PIRLS, 2012), Indonesia mean score is still low, namely 428. It means that it is still lower than the PIRLS scale average of 500.

In relation to reading, however, most students have low motivation. They only read and study for examinations and are reluctant to find out the information through printed, electronic media and online resources from the internet. They belong to both reluctant and passive readers. Some others often get difficulty to catch the idea of the paragraph as the result of not having good vocabulary mastery. Additionally, vocabulary is an important language element to achieve in comprehension. It means that a communication will never occur in the absence of vocabulary. Thornbury (2009, p. 14) stated, "Most learners still get problems in memorizing words because they forget the words soon after they have looked up in a dictionary. The students sometimes get difficulties in expressing their opinions due to the lack of relevant vocabulary to use". In addition, the use of similar idiomatic expressions to express a different sort of thing has become one of the main obstructions for them to master vocabulary.

More importantly, vocabulary mastery is the skill of the language speaker in choosing the appropriate lexical items or words in oral communication and it is important to support the four English basic skills (Wulandari, 2012). Based on the research conducted for more than a half century, some researchers point out that vocabulary is one of the properties that are specific to language that has to be learned. It is not only a list of words but it is a system which is embedded in a language. For example, Cahyono & Widiyati (2008) argued that good vocabulary mastery supported mastery of each language skill, both receptive and productive skills. In relation to the university students' vocabulary mastery, Sutarsyah (2001) stated that the university students had low achievement in reading skills and vocabulary gain. Furthermore, it was also found out that most of the university students had low achievement in vocabulary mastery which might hamper their academic study (Nurweni & Read, 1998).

Coping with the poor reading literacy, the present study proposed the authentic reading texts as one of the alternative solutions to increase students' literacy especially in reading. Sanderson (1999 as cited in Tamo 2009, p. 74) stated, "Authentic materials are materials that we can use in the classroom and have not been changed in any way for ESL students." Furthermore, authentic materials are generally defined as "those written and oral communications produced by members of a language and culture group for members of the same language and culture group" (Galloway, 1998, p. 133 as cited in Moeller, Ketsman and Masmaliyeva, 2009, p. 20). They provide an appropriate sociocultural context for language learning and allow students to read, see, and feel real language purposefully. The reason why authentic materials are good for teaching and learning activities refers to the fact that those kinds of texts are possible to be created "as close an approximation as possible to the world outside the classroom" (McDonough & Shaw, 1993, p. 43 as cited in Moeller, Ketsman & Masmaliyeva, 2009, p. 21). Cho, Ahn and Krashen (2005) stated that authentic texts are beneficial due to the repeated exposure to the same vocabulary. They tended to memorize various words easily since they appear for more than three times in the book. Hence, the students' vocabulary acquisition was better. The researchers took 37 fourth grade students as the

samples of the English as a foreign language in Korea without comparison group. They read a series of Clifford books. The result showed that their reading comprehension ability increased after reading the books.

However, due to certain objectives, a text cannot be presented as it is because of particular grammatical items, foreign culture content and inappropriate level of vocabulary. In other words, a text needs to be simplified to fulfil the school or university curriculum. A simplified text is a text which has been adapted from the original one in terms of vocabulary, grammatical structure. It can be longer or shorter. Generally, simplified L2 reading texts are either adapted from authentic texts or written explicitly for the L2 reader. At the linguistic level, simplified texts are largely modified to control the complexity of the lexicon and the syntax (Crossley, Allen & McNamara, 2011).

Based on the preliminary study with an informal interview with the sixth semester students and the lecturers who taught them vocabulary and reading subjects, we found that the problems of reading and vocabulary were also faced by the research site student teachers. Approximately forty percent of the students got an average score of 70-74, the rest of them (60%) obtained a below average score. Additionally, the results of informal interviews with the lecturers, we found that only 40% of the students had an intermediate level reading ability, while others were below.

Looking at the data, we thought that it was necessary to improve the students' reading literacy and vocabulary mastery and we offered to apply the SQ3R strategy in teaching authentic and simplified texts. SQ3R (Survey, Question, Read, Recite, and Review) (Robinson, 1970) was a reading strategy which was designed to help students improve their comprehension (understanding), memory, and efficiency in reading. This strategy was chosen as studies on the use of the SQ3R strategy in teaching authentic and simplified texts to improve the students' achievement in reading literacy and vocabulary mastery in English as a foreign language has not much been done in Indonesian contexts. The purpose of the quantitative study with a factorial experimental approach was to examine the significant increase and difference of students' achievement in reading literacy and vocabulary mastery after being taught through the SQ3R with authentic texts and simplified texts.

METHODS AND PROCEDURES

The present study used the quantitative study with a factorial experimental approach. In a factorial design, two or more independent variables were involved (McMillan & Schumacher, 2010). This kind of design is used for two primary purposes: (1) to see if the effects of an intervention are consistent across characteristics of the subjects and (2) to examine the unique effect of the independent variables together (this is called an interaction). There were two groups in this study: two experimental groups without control group. In both groups, the students were given the treatment in the form of intervention using the SQ3R with authentic texts for one group whereas the other group was taught using the SQ3R with simplified texts. SQ3R, (Survey, Question, Read, Recite and Review) is a method of teaching English especially reading to the students. This study involved two parallel groups which became both experimental groups, (SQ3R with authentic and simplified texts) with two subjects areas (vocabulary and reading), and two levels of achievements (high and low). To put them into matrix, it would be as follows: 2 x 2 x 2. Both groups were given a pre-test and post-test with the same treatment but with different kinds of texts. In conducting this study, we made two

experimental groups in order to find out the effect of using one teaching method with two different texts in students' reading literacy and vocabulary mastery of the sixth semester student teachers at one English Study Program Public University in Jambi. The diagram of factorial design can be seen in Table 1.

Table 1: Factorial experimental design

R (Random assignment) High Achievers	Pre	Experimental Group 1	authentic texts	(Y1) Reading literacy (Y2) Vocabulary mastery	Post-test
		Experimental Group 2	simplified texts	(Y1) Reading literacy (Y2) Vocabulary mastery	
R (Random assignment) Low Achievers	Pre	Experimental Group 1	authentic texts	Y1) Reading literacy (Y2) Vocabulary mastery	Post-test
		Experimental Group 2	simplified texts	(Y1) Reading literacy (Y2) Vocabulary mastery	

In taking the sample, we administered the International TOEFL Prediction (TOEFL ITP) to the population in order to know the students' English proficiency. The test lasted 3 hours which consisted of: Section1− Listening comprehension 50 items, Section 2− Structure and written expression 40 items and Section 3− Reading comprehension 50 items. The total number of items was 140 items. We used the purposive random sampling technique and chose the participants on the basis of the score gained by the students. The students who got the TOEFL score >450 were categorized as high achievers and those who got <450 were categorized as low achievers. The population of this study was 98 sixth semester students from the regular classes in the academic year of 2012/2013. 56 out of 98 students were taken randomly as the sample of the study in which 16 students were included in the high category and 40 students were included in the low category. They were divided equally into two groups; experimental group 1 (that was taught by using SQ3R with the authentic texts) and experimental group 2 (that was taught by using SQ3R with the simplified texts). In teaching the materials, we used the authentic texts materials from the Jakarta Post daily newspaper and the same texts were simplified by a native speaker and a Ph.D. student from Florida State University, USA.

The data of this study were vocabulary and reading literacy achievement. The technique used to obtain the data was TOEFL ITP: reading and vocabulary sections. The tests were used to measure the reading literacy and vocabulary mastery achievement of the sixth semester student teachers at one English Study Program Public University in Jambi in the academic year of 2012/2013. The try-out was administered at the research site in May 2013. The analysis of Alpha Cronbach showed that reliability coefficient of test items was .897 for vocabulary and .810 for reading. Test items were

considered reliable since the coefficient exceeded .70. In addition, since this coefficient was higher than .70, the test items of reading comprehension were considered valid. Only two items of the vocabulary test were discarded since they were too difficult and were considered invalid. The reading and vocabulary tests were constructed by selecting texts with the readability for the 9^{th}, 10^{th}, 11^{th}, 12^{th}, and 13^{th} reading level. Flesch-Kincaid technique through Microsoft Word was used to measure readability. 28 items of vocabulary test and 30 items of reading test.

The procedure of conducting SQ3R (Survey, Question, Read, Recite, and Review) strategy was adapted from the procedure designed by Robinson (1970). This five-phase procedure was explained as follows. *Survey,* the teacher asked the students to skim the title of the newspaper article, including the introduction, the table of contents and any illustrations, charts or graphs and the summary paragraph. The students were supposed to write unfamiliar words and find the definitions. Most importantly, skim the section headings and the first sentences of each paragraph to find the main points to be developed. The time was only a few minutes.

Question, the teacher had the students turn the first heading or the first sentence of the first paragraph into a question and asked them to increase the students' and the teacher's involvement and comprehension. *Read,* the teacher asked the students to read for the purpose of answering that question, i.e., to the end of the first headed section. This was not a passive plodding along each line, but an active search for the answer. They just underlined only key words, not the whole paragraphs. Use a dictionary when necessary to look up unfamiliar words. *Recite,* when the students have finished reading the first section, have them look away from the book and try briefly to recite in their own words the answer to their question (aloud if possible). *Review,* the teacher asked the students to look over their notes again to get a bird's-eye view of the points and their relationship to one another. Check their memory by reciting the major points under each heading and sub-points under each major point. The teacher did this by covering up the notes and tried to recall the information.

RESULTS AND DISCUSSIONS

The purpose of the quantitative study with a factorial experimental approach was to examine the significant increase and difference of students' achievement in reading literacy and vocabulary mastery after being taught through the SQ3R with authentic texts and simplified texts at one English Study Program Public University in Jambi, Indonesia. The findings of this study indicated that the Shapiro-Wilk test of reading literacy, p-value of reading literacy pre-test in experimental group 1 was .365 and p-value of post-test was .539 whereas p-value of reading literacy pre-test in experimental group 2 was .613 and p-value of post-test was .707. In terms of vocabulary mastery, p-value of vocabulary pre-test in experimental group 1 was .387 and p-value of posttest was .797 whereas p-value of vocabulary pre-test in experimental group 2 was .893 and p-value of post-test was .880. Since p-values exceeded .05 it meant that the pretest and posttest data could be assumed normally distributed. Levene's test of homogeneity showed that the p-value of the posttest of reading literacy was .420 and vocabulary was .176. This value exceeded .05, meaning that posttest scores of reading literacy and vocabulary mastery of both experimental groups were homogen. Therefore, it could be assumed that the data of this study were statistically found reliable and valid.

Additionally, the mean score of reading literacy in the poor category was 48.95, in the average category was 63.49, and in the good category was 77.33. On the other

hand, for vocabulary mastery achievement, the mean score in the poor category was 49.50, in the average category was 63.20, and in the good category was 75.44, and in the excellent category was 86.20. Moreover, the mean scores of students' reading literacy and vocabulary mastery achievements in both experimental groups were 64 and 68. In can be concluded that the mean score of the students' reading literacy achievement was in the average level category and students' vocabulary achievement was in the average level category.

Also, the findings of this study indicated that the frequency and percentage of students' reading literacy achievement showed that there were 6 students (10.7%) who were in the poor category, 41 students (73.2%) who were in the average category, and 9 students (16.2%) who were in the good category. The result showed that most of the students' reading literacy achievement was in the average category (73.2%). On the other hand, the results of students' vocabulary achievement in both experimental groups, there were 4 students (7.1%) who were in the poor category, 27 students (48.2%) who were in the average category, 23 students (41.1%) who were in the good category, and 2 students (3.6%) were in the excellent category. The result showed that most students' vocabulary achievement was in the average category (48.2%) as can be seen in the following table.

Table 2: Frequency and mean of students' vocabulary mastery and reading literacy based on students' achievement level (N=56)

Variables	Levels of Achievement	Mean	Freq & Prcntg	Std.
1.VOCAB	Very Poor			
	Poor	49.50	4 (7.1 %)	3.45
	Average	63.20	27 (48.2 %)	4.04
	Good	75.44	23 (41.1 %)	3.83
	Excellent	86.20	2 (3.6 %)	0.28
TOTAL		**274.34**	**56 (100 %)**	**11.60**
MEAN		**68.07**		**2.32**
2. READING	Very Poor	-	-	-
LITERACY	Poor	48.95	6 (10.7 %)	3.86
	Average	63.49	41 (73.2 %)	3.89
	Good	77.33	9 (16.2%)	3.86
	Excellent	-	-	-
TOTAL		**189.77**	**56 (100 %)**	**12.38**
MEAN		**64.15**	**-**	**2.48**

Table 3: Mean difference between pre- and post-tests of vocabulary mastery and reading literacy achievement of experimental group 1 and 2based on SQ3R method and levels of achievement

	PRE-TEST		POST-TEST		Mean difference Pre and Post- test Exp 1 Within
Variables	Mean Exp 1	Mean Exp 2		Mean Exp 1 AT	Mean Exp 2 ST

	AT	ST			
1. Vocabulary	51.8	48.3	16.48	68.3	67.9
a. High	64.4	64.3	12.55	76.9	69.8
b. Low	46.8	42	20.91	67.7	64.4
2. Reading Literacy	33.7	45.4	28.85	62.6	65.8
a. High	34.2	55.3	32.15	66.4	78.1
b. Low	33.5	41.4	27.5	61	60.9
Mean difference Pre and Post-test Exp 2 Within	T-Value Post-Test Between Exp 1 & Exp 2	T-Value of Gain Between Exp 1 & Exp 2 p<	The Value of Sig.2-tailed Exp1 Within	The Value of Sig.2- tailed Exp2 Within	The Value of Sig.2- tailed Between Exp1 and Exp2
19.53	0.4	0.16	0.000	0.000	0.873
5.45	7.15	2	0.005	0.003	0.065
22.4	3.42	1.2	0.000	0.000	0.235
20.38	3.196	1.44	0.000	0.000	0.153
22.86	11.51	5.29	0.000	0.000	0.060
19.49	0.13	0.06	0.000	0.000	0.950

As shown in table 3, the mean score of students' reading literacy achievement in pre-test of experimental group 1 was 33.7 with the standard deviation was 9.04. Meanwhile, the mean score of the students' reading literacy achievement in post-test in experimental group 1 was 62.55 with the standard deviation was 6.38. The output data showed that the mean difference of reading literacy achievement between pre-test and post-test in experimental group 1 was 28.85 with the standard deviation was 9.06, and t-obtained was 16.83 ($p<0.000$). Since t-obtained of vocabulary, and reading literacy (7.38 and 16.83) were higher than t-table both 1.674 and 2.005. On the other hand, the result of paired sample t-test in experimental group 1, which was taught by using SQ3R with authentic texts, the mean score of students' vocabulary achievement in pre-test of experimental group 1 was 51.79 with the standard deviation was 15.35. Meanwhile, the

mean score of the students' vocabulary achievement in post-test of experimental group 1 was 68.27 with the standard deviation was 7.36. The output data showed that the mean difference of vocabulary achievement between pre-test and post-test in experimental group 1 was 16.48 with the standard deviation was 11. 80, and t-obtained was 7.38 ($p<0.000$). Therefore, it could be concluded that null hypotheses (H_o1 and H_o2) were rejected and the research hypotheses (H_a1 and H_a2) were accepted which means that there was a significant difference made by the experimental group 1.

Concerning the result of paired sample T-test in experimental group 2 which was taught by using SQ3R with simplified texts, the mean score of students' reading literacy achievement between pre-test and post-test in experimental group 2 was 20.38 with the standard deviation was 7.56 and t-obtained was 14.25 ($p<0.000$). Since t-obtained of vocabulary, and reading literacy (10.71 and 14.25) were higher than t-table both 1.674 and 2.005. Therefore, it could be concluded that null hypotheses (H_o1 and H_o2) were rejected and the research hypotheses (H_a1 and H_a2) were accepted which means that there was a significant difference made by the experimental group 2. On the other hand, the mean difference of vocabulary achievement in pre-test of experimental group 2 was 48.34 with the standard deviation was 16.19. Meanwhile, the mean score of the students' vocabulary achievement in post-test of experimental group 2 was 67.87 with the standard deviation was 10.96. The output data showed that the mean difference of vocabulary achievement between pre-test and post-test in experimental group 2 was 19.53 with the standard deviation was 9.64, and t-obtained was 10.71 ($p<0.000$).

In terms of levels of achievement, the result of paired sample t-test in experimental group 1 which was taught by using SQ3R with authentic texts, the mean score of students' reading literacy achievement in pre-test of experimental group 1 for high achievers was 34.23 with the standard deviation was 10.27. Meanwhile, the mean score of the students' reading literacy achievement in post-test of high achievers experimental group 1 was 66.41 with the standard deviation was 1.45. The output data showed that the mean difference of reading literacy achievement between pre-test and post-test in experimental group 1 of high achievers was 32.17 with the standard deviation was 7.00 and t-obtained was 13.00 ($p<0.000$). On the other hand, the mean score of students' reading literacy achievement in pre-test of experimental group 1 for low achievers was 33.5 with the standard deviation was 8.78. Meanwhile, the mean score of the students' reading literacy achievement in post-test of low achievers was 61.01 with the standard deviation was 6.54. The output data showed that the mean difference of reading literacy achievement between pre-test and post-test in experimental group 1 of low achievers was 27.52 with the standard deviation 9.60 and t-obtained was 12.81 ($p<0.000$). Since t-obtained in vocabulary of high achievers were higher than t-table both 1.895 and 2.365 and low achievers were higher than t-table both 1.729 and 2.093. Therefore, it could be concluded that null hypotheses (H_o3 and H_o4) were rejected and the research hypotheses (H_a3 and H_a4) were accepted which means that there was a significant difference made by both high and low achievers in experimental group 1.

In addition, the mean score of students' reading literacy achievement in pre-test of experimental group 2 which was taught by using simplified texts for high achievers was 55.27 with the standard deviation was 7.43. Meanwhile, the mean score of the students' reading literacy achievement in post-test of high achievers experimental group 2 was 77.92 with the standard deviation was 4.57. The output data showed that the mean difference of reading literacy achievement between pre-test and post-test in

experimental group 2 of high achievers was 22.65 with the standard deviation was 7.57 and t-obtained was 8.46 ($p<0.000$). On the other hand, the mean score of students' reading literacy achievement in pre-test of experimental group 2 for low achievers was 41.41 with the standard deviation was 6.72. Meanwhile, the mean score of the students' vocabulary achievement in post-test of low achievers was 60.88 with the standard deviation was 6.37. The output data showed that the mean difference of reading achievement between pre-test and post-test in experimental group 2 of low achievers was 19.47 with the standard deviation was 7.56 and t-obtained was 11.51 ($p<0.000$). Since t-obtained in reading literacy of high achievers were higher than t-table both 1.895 and 2.365 and low achievers were higher than t-table both 1.729 and 2.093. Therefore, it could be concluded that null hypotheses (H_o3 and H_o4) were rejected and the research hypotheses (H_a3 and H_a4) were accepted which means that there was a significant difference made by both high and low achievers in experimental group 2.

On the other hand, in terms of levels of achievement, the mean score of students' vocabulary achievement in pre-test of experimental group 1 for low achievers were 46.79 with the standard deviation was 15.08. Meanwhile, the mean score of the students' vocabulary achievement in post-test of low achievers was 67.68 with the standard deviation was 7.62. The output data showed that the mean difference of vocabulary achievement between pre-test and post-test in experimental group 1 of low achievers was 20.89 with the standard deviation 11.04 and t-obtained was 8.45 ($p<0.000$). Since t-obtained in vocabulary of high achievers were higher than t-table both 1.895 and 2.365 and low achievers were higher than t-table both 1.729 and 2.093. Therefore, it could be concluded that null hypotheses (H_o3 and H_o4) were rejected and the research hypotheses (H_a3 and H_a4) were accepted which means that there was a significant difference made by both high and low achievers in experimental group 1. The mean score of students' vocabulary achievement in pre-test of experimental group 1 for high achievers was 64.35 with the standard deviation was 9.51. Meanwhile, the mean score of the students' vocabulary achievement in post-test of high achievers experimental group 1 was 76.90 with the standard deviation was 7.36. The output data showed that the mean difference of vocabulary achievement between pre-test and post-test in experimental group 1 of high achievers was 12.55 with the standard deviation 8.90 and t-obtained was 3.98 ($p<0.000$).

In addition, the mean score of students' vocabulary achievement in pre-test of experimental group 2 which was taught by using simplified texts for high achievers was 64.30 with the standard deviation was 6.42. Meanwhile, the mean score of the students' vocabulary achievement in post-test of high achievers experimental group 2 was 69.75 with the standard deviation was 6.92. The output data showed that the mean difference of vocabulary achievement between pre-test and post-test in experimental group 2 of high achievers was 5.45 with the standard deviation 3.42 and t-obtained was 4.50 ($p<0.000$). On the other hand, the mean score of students' vocabulary achievement in pre-test of experimental group 2 for low achievers was 22.32 with the standard deviation was 8.61. Meanwhile, the mean score of the students' vocabulary achievement in post-test of low achievers was 41.94 with the standard deviation was 13.72. The output data showed that the mean difference of vocabulary achievement between pre-test and post-test in experimental group 2 of low achievers was 19.62 with the standard deviation 20.56 and t-obtained was 4.26 ($p<0.000$). Since t-obtained in vocabulary of high achievers were higher than t-table both 1.895 and 2.365 and low achievers were higher than t-table both 1.729 and 2.093. Therefore, it could be concluded that null

hypotheses (H_o3 and H_o4) were rejected and the research hypotheses (H_a3 and H_a4) were accepted which means that there was a significant difference made by both high and low achievers in experimental group 2.

From the result of the independent samples T-test, the mean difference of reading literacy post-test between experimental group 1 and 2 was 3.19 and t-obtained was 2.00 ($p<0.000$). In addition, vocabulary post-test between experimental group 1 and 2 was 0.4 and t-obtained was 0.16 ($p<0.000$). Since the p value or output of reading literacy and vocabulary were more than the value of probability 0.05 or 0.025 and t-obtained was higher than t-table (1.674 and 2.005). Therefore, the null hypotheses (H_o3) was accepted and the research hypotheses (H_a3) was rejected. It means that there was no difference in reading literacy and vocabulary mastery achievement between the students who were taught by using authentic texts (Experimental group 1) and those who were taught by using simplified texts (Experimental group 2). In other words, authentic texts and simplified texts are both effective to teach the students both reading literacy and vocabulary mastery.

In terms of levels of achievement, for reading of high achievers, the mean difference of reading literacy post-test between experimental group 1 and 2 was 11.51 and t-obtained was 5.29 ($p<0.000$). In addition, for reading literacy of low achievers, the mean difference of reading literacy post-test between experimental group 1 and 2 was 0.13 and t-obtained was 0.06 ($p<0.000$). Meanwhile, for vocabulary of high achievers, the mean difference of vocabulary post-test between experimental group 1 and 2 was 7.15 and t-obtained was 2.00 ($p<0.000$). In addition, for vocabulary of low achievers, the mean difference of vocabulary post-test between experimental group 1 and 2 was 3.42 and t-obtained was 1.20 ($p<0.000$)

Since the p value or output of reading literacy and vocabulary mastery in both high and low achievers in experimental group 1 and 2 were more than the value of probability 0.05 or 0.025 and t-obtained was higher than t-table for low achievers was 1.674 & 2.005 (df=14) and high achievers was 1.685 & 2.024 (df=38). Therefore, the null hypotheses (H_o3) was accepted and the research hypotheses (H_a3) was rejected. It means that there was no difference in reading literacy and vocabulary mastery achievement between the students who were taught by using authentic texts (Experimental group 1) and those who were taught by using simplified texts (Experimental group 2). In other words, authentic and simplified texts were effective to teach the students vocabulary and reading literacy either high or low achievers.

Table 4: Tests Between-Subjects Effects

Dependent Variable: Post-test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	5461.857[a]	3	1820.619	11.915	.000
Intercept	84810.728	1	848105.728	5550.296	.000
Group	652.536	1	652.536	4.270	.044
Level	3942.676	1	3942.676	25.802	.000
Group * Level	1409.700	1	1409.700	9.226	.004
Error	7945.793	52	152.804		
Total	992507.330	56			

Corrected Total	13407.650	55			

a. R Squared = .407 (Adjusted R Squared = .373)

In relation to the interactions between group and students' level of achievement based on the formulation 2 x 2 x 2 factorial design, it could be said that authentic texts were suitable for both high and low achievers in both experimental groups. Therefore, the null hypotheses (Ho4 and Ho5) were rejected and the research hypotheses (Ha4 and Ha5) were accepted. It means that there was an interaction between the kind of texts and students' level of achievement in this case high and low achievers as moderator variables. In other words, group and level of achievement altogether affected reading literacy and vocabulary mastery achievement.

Referring to the results of the study, it showed that authentic and simplified texts were capable of attracting the sixth semester student teachers at one English Study Program Public University in Jambi to study English particularly reading literacy and vocabulary mastery. It was also proved that those two kinds of texts could make significant increase in students' achievement of reading literacy and vocabulary mastery both in experimental group 1 using authentic texts and experimental group 2 using simplified texts and also for the two levels of achievement; high and low achievers. Based on the descriptive and statistical analysis, the students who were taught by using authentic texts and simplified texts got good progress both in vocabulary mastery and reading literacy. The reason why the writer chose authentic texts was that this kind of texts gave more exposure to the target language, provided students with the real information about foreign cultures (Berardo, 2006).

In relation to the result of paired sample t-test, the statistical analysis showed that in reading literacy, there was a significant difference both in high and low achievers and also for the combination of those two. In addition, the statistical analysis also showed that there was a significant difference in vocabulary achievement both in high and low achievers, except for the combination of those two. From the independent samples t-test between experimental group 1 which was taught by using authentic texts and experimental group 2 which was taught by using simplified texts, it was found that there was no significant difference both in reading literacy and vocabulary mastery. In other words, authentic and simplified texts had the same effectiveness. The same thing also happened with the students' level of achievement in which there was no difference between the two groups.

Basically, authentic texts could be used by any level of students from the beginning to intermediate level of L2 learners (Crossley, Louwerse, McCarthy, & McNamara, 2007). However, the 'original' texts were seldom used for EFL students due to the inappropriate level of students besides some difficulties faced by the students themselves such as unfamiliar foreign culture, grammatical complexity and a large number of unfamiliar words. Besides, low-frequency words were often encountered by the students so that it made them got less understanding about the texts being read. In line with that, one of the disadvantages of using authentic texts was the irrelevant vocabulary items to the students' immediate needs (Berardo, 2006). It meant that the students almost always got along with words they never used in their daily life. For those reasons, it could be accepted if the students of this study could not perform well since they themselves belonged to the average level students based on the result of vocabulary and reading literacy post-tests. In relation to factorial analysis, there was an

interaction between group and students' level of achievement which meant that both authentic texts and simplified texts could increase students' vocabulary and reading literacy not only for high but also low achievers.

CONCLUSIONS AND SUGGESTIONS

The purpose of the quantitative study with a factorial experimental approach was to examine the significant increase and difference of students' achievement in reading literacy and vocabulary mastery after being taught through the SQ3R with authentic texts and simplified texts at one English Study Program Public University in Jambi, Indonesia. The findings of this study shed light on our understanding of the effects of the use of SQ3R with authentic texts and simplified texts on students' achievement in reading literacy and vocabulary mastery. From the results of the data analyses and interpretations, it could be concluded that authentic texts could increase students' reading literacy and vocabulary mastery in all levels of students. The statistical analysis showed that there was no significant difference between the students who were taught by using authentic and simplified texts which meant that those two kinds of texts are both effective. It was also found that authentic material such as reading, was suitable for both high and low achievers. Moreover, by giving the authentic texts, they would become well-informed about what was happening in the world. Furthermore, in giving authentic materials to the students, it was important to consider the grade level of the materials so that teachers could get suitable learning materials, especially for authentic texts reading materials that were good for EFL students in order to familiarize them with the real English language by considering the level of students. Furthermore, a large amount of exposure was necessary to make them interested in learning English especially vocabulary and reading.

Implications for the improvement teaching and learning vocabulary and reading literacy can be drawn from the findings of this study. First, to study English well and thoroughly, students should be engaged more with authentic texts since those learning materials provide them with a large variety of language styles and rich of new vocabulary. They need to learn something different out of the textbooks. English curriculum has to provide students with a lot of materials in all fields of study such as: politics, economy, environment, culture and so on. By having a lot of exposure on authentic texts, it is hoped that students will be encouraged to read more books, newspapers, magazines and other reading materials. Second, since teaching reading and vocabulary using authentic texts are quite difficult to do and time consuming, teachers are required to be more creative in selecting the materials which are suitable to the student's need and based on the curriculum. In addition, teachers need good preparation to teach reading and vocabulary using authentic texts and also to master the material very well. The readability of the texts is another important thing to consider by teachers so that students are able to understand the materials. Last, as a formal institution, a school or college has to facilitate students with access to get various kinds of reading literacy and vocabulary materials which are suitable with the curriculum to reach the objectives of the study and make use of the school library as a source to obtain knowledge and information.

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The Effect of Using Mind Map Strategy on Students' Ability in Writing Summary and Writing Motivation at the English Education Department of UIN Suska Riau

Melgis Dilkawaty Pratama
State Islamic University of Sultan Syarif Kasim Riau
melgis.dilkawaty.pratama@uin-suska.ac.id

Various teaching strategies and other supported activities had been implemented in teaching students how to write summary precisely. However, based on preliminary study, it was found that the students were not able to write good summary and their writing motivation were also low. Therefore, this research aimed at investigating the effect of using mind map strategy on students' ability in writing summary and writing motivation. The design was quasi experimental research (pretest-posttest non-equivalent group design). Fourty two students were selected to be samples by using cluster-random sampling. The data were collected by composition test and questionnaire, and analyzed by T test. It revealed that students at experimental group performed better than control group both writing summary and writing motivation. Hence, the use of mind map strategy had significant effect on students' ability in writing summary and writing motivation at the English Education Department of UIN Suska Riau.

Keywords: Mind map strategy, writing summary, and writing motivation

INTRODUCTION

Writing is not an option for students but it is a necessity. Along with high motivation, writing skill is a predictor of academic success, particularly for advanced English as Foreign Language (EFL) students. The university students need to recognize that writing plays two distinctive but complementary roles. Firstly, it is a skill involved planning, evaluating, and revision text (*learn to write)*, such as writing a report. Secondly, writing is a means of extending and deepening students' knowledge (*write to learn*); it acts as a tool for learning subject matter (Graham, & Pain, 2007, p. 9). Those skills are closely linked, and prepared for the students to meet the professional job requirements on writing. However, in students' view, writing is particularly challenging language domain. As EFL students, they are expected to acquire the features of the texts they produce, and the sociocultural context where writing takes place (Rinnert & Kobayashi, 2009, p. 23). In contrast, differences in organizational patterns between students' first and second language cause difficulties for EFL students (Casanova, 2004, p. 1). Although the students face some difficulties in writing, the ability to write in English at or near the level of their English-fluent papers should be achieved

In higher education, writing does not only discuss about micro skills involving forming letter, punctuation and spelling, but it also explores more to highest level of discourse skills (macro skills) which involve in writing essays, summarizing articles and books, and criticizing other works. For advanced learners, the skills in writing at level of discourse skills are potentially developed through several academic tasks, such as essay, paper, report, summary, journal, and thesis. Most of the research suggests that students benefit by writing in all content areas that it enhances critical thinking; allows students to take greater responsibility for their own learning; promotes reflective

thinking and questioning; and helps students make connection between events, people, and ideas (Urquhant & Mclver, 2005, p. 3). Of course, students need to understand content, but it is just as crucial for them to develop their writing skills that apply to learning that content. Therefore, for advanced learners, the ability to write which involves critical and reflective thinking, and questioning in discourse level is highly required. It means that they are not only expected to have the ability of *learn to write*, but also the ability of *write to learn.*

One of the paths to enable students writing at discourse level which involves *learn to write* and *write to learn* is through summarizing. In writing summary, students are engaged to collaborate their reading and writing skills. They are expected to extract the information from the text into brief writing. They have to be able to identify the major and minor information (Deborah, 2011). Consequently, the learning skills are deliberately involved such as note-taking, synthesizing, comparing, so forth. Some lecturers provide summary as learning requirements because it implies deep reading. According to Rick, yet research has shown that summarization yields some of the greatest laps in comprehension and long-term retention of information (Wormeli, 2005, p. 2). Through summarizing, the students are actively processing the information. (Marzano, Pickering, & Pollock, 2001, p. 29).

To gain what students have expected in writing, particularly in writing summary, high motivation is completely needed. According to Boscolo and Hidi (2007, p. 2), when students have to write a demanding task, they have to try to manage it by using various, more or less productive strategies: from planning time, to adopting metacognitive tools, to resisting the temptation of giving up writing. Then, they try to regulate their cognition, affect and behavior in order to achieve the objective of the demanding writing task. Therefore, they need various motives to keep trying and improving their writing whether the needs, the expectation, and the desires of writing come from themselves or other factors. According to Hamzah (2007, p. 1), motivation is a basic impulse of the human being to act and behave. Motivation defines as power either from internal or external to force someone to reach his target determined before. Thus, to improve students' ability in writing, particularly in summary, the students need high motivation to support it either from internal or external factors.

Higher education, particularly English Education Department of UIN SUSKA Riau, the students' writing ability is considered as one of the primary required competences. To achieve the targeted competence, the department provides several credits of writing lessons; writing I, II, III, and Academic Writing. In addition, some practicum classes are provided by the Department to improve their writing ability. Many lecturers involve writing activities as the tasks given to the students in order to develop their reading comprehension, analyzing skills, and academic writing. Moreover, the students' final task as their bachelor degree requirement is in the form of writing; a thesis which reports the student' research process and research findings.

Furthermore, the students are expected to be able to use the current norms of writing for academic purposes. In addition, they are also expected to use the standard written English in preferable point of view for academic settings (syllabus of scientific writing, 2014, p. 1). By understanding these competences of writing, the Department trains several supported skills in order to develop students' writing ability such as quoting, paraphrasing and summarizing. Those supported skills are regularly used in academic writing. One of the most frequently used is summarizing. In order to develop students' summarizing skills in writing, some learning tasks are provided by the

lecturers such as note-taking, essays, papers, journals, summary, and thesis. Those activities need summarizing skills in writing. One of the preferable activities that can develop students' summarization skills is writing summary.

Generally, the activities of writing summary are given in the various stages of lessons. The tasks of writing summary can be given before, during or after the lessons. If the summary is asked to be written before the lesson, the lecturer intends to build students' prior knowledge. If the students are asked to write the summary during the lesson discussed, the lecturer tries to develop students' comprehension. If the students are asked to write summary after the lesson, the lecturer intends to ask students to re-read again the lesson, and try to comprehend it deeply.

Besides developing students' cognition in writing, the department also concerns with their affective factors, particularly their motivation. In teaching writing, the lecturers are often giving brainstorming, and ice-breaking activities. In addition, many programs are conducted by the Department cooperated with the students' association such as study tour. This program aims to give students the real life experience in order to develop their prior knowledge so that the students have more ideas to write. The students' billboard is displayed as the media to express their writing. Students' writing competitions are also held either in the academic writing or in the literature form. It can be seen that numerous activities and teaching strategies have been implemented by the lecturers in developing students' ability in writing summary and writing motivation. Thus, the efforts of achieving the expectation of students' ability in writing and their motivation have been conducted optimally. However, it is contrary to the facts of the students' ability in writing and writing motivation at the English Education Department of UIN SUSKA Riau. Many students are not able to write a good summary and many of them have low motivation in writing.

Forth, based on preliminary study conducted in November 2013, one class of English Education Department which consisted of 27 students was asked to summarize one chapter of the book. They were assigned a week to summarize it. From their summary, it could be seen that copy-paste was commonly exposed in students' writing. Some of them could not condense ideas of the text. They tended to write what the text says rather than creating their own version. Some errors included spelling, subject-verb agreements, tenses, conjunctions, collocations, etc. were also often encountered. Yet, they were not able to write a summary by considering both form (how to write), and content (what to write). They tended to copy the words of the text and used it in their writing. They were also not able to write a brief summary and tended to have the same length of writing summary as the text they read. They tended to write long summaries because they were not able to identify the major and minor information of the text. Similarly, Levy (2013, p. 1) explained that "summary writing does not come naturally, and when told to summarize, students will often either copying verbatim, write long, detailed "*summaries*", or write excessively short ones missing key information". Subsequently, the students were reluctant to write summary. They tended to avoid writing task. They also seemed difficult to express their thoughts into their writing. They spent much time to get ideas what they had to write. They looked unhappy, and gave some complains on what they had to write. Some of them could not complete their writing based on the time allocated.

Thus, in order to solve students' problems in writing summary, many teaching strategies are possibly proposed. One of them is mind map strategy. Mind map is used to show a process in which the writer can describe and clarify his ideas in a graphical

form. Mind map strategy is a strategy which uses a mind map that is made based on radiant thinking, a concept which describes how human brain processes various ideas and information associated to each other through relationship hooks (Al-Jarf, 2011; Buzan & Buzan, 2003; Buzzle, 2012; Fiktorious, 2013; Murley, 2007; Siriphanic & Laohawiriyono, 2010). It consists of a central idea or theme and related ideas branching out connected together via relationship hooks. Subsequent ideas are linked together, forming a hierarchical map of the user's ideas. It is a strategy for language teaching that helps the teachers or the lecturers introducing or bringing together multiple words linked to one subject or theme. The advantages of mind map strategy remain useful in the developing memory, note-taking, planning, presenting, essay, group study, self-confidence, motivation, etc. (Buzan, 1988; Cain, 2001; Farrand, Hussain, Hennessy, 2002; Goodnough Woods, 2002; Budd, 2004; D' Antoni and Zipp, 2005; Buzan, 2007; Al-Naqbi, 2008; Al-Jarf 2009; & Boyson, 2009). Mind maps are a graphic used to organize and prioritize the information by using words and images, and encourage new thoughts and ideas (Buzan, 2000, p. 138). According to Jaksch (2010), this strategy can improve the way the students record information, enhances the students' creative problem solving, quickly identify and understand the structure of a subject. In addition, the students can see the way that pieces of information fit together, as well as recording the raw facts contained in normal notes. More than this, mind map helps students to hold information in a format that students' mind finds easy to remember and quick to review (Jaksch, 2011). Hereupon, Buzan (2011) acquainted one of the advantages of mind map strategy is planning an essay. Through using mind map strategy, the students as the writers are expected to generate more ideas quickly, with the radial structure, connect the topics, main paragraphs, and structures quickly and easily. This strategy focuses the writer's mind on the message that the writer wants to get across and the key information that the writer wants to include. Similarly, Purwanto and Pebrika (2012) figured out that mind map strategy improved students' writing achievement in EFL context. Dealing with the aforementioned ideas, Ling (2004) investigated the effectiveness of using mind mapping as pre-writing planning strategy within second language writing classrooms (ESL). She revealed that mind map can improve the quality of students' writing. Furthermore, Cain (2001) stated that mind map promotes active learning, foster motivation, improve confidence, and support a diverse range of learning styles and levels of ability-all in a fun way. In addition, Goodnough and Woods (2002) discovered that partakers in their study perceived mind map as a fun, interesting and motivating approach to learning. Peterson and Snyder (1998) reported that mind map can make huge differences for the students with different learning styles as an alternative of the traditional ways of teaching and learning which some of them find difficult to master the subject being learned because of it. It is considered more active and displayed in the visual from of self-expression.

LITERATURE REVIEW

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message (SIL International, 1999, p. 1). Writing skills help the students gain independence, comprehensibility, fluency and creativity in writing. If the students have mastered these skills, they will be able to write so that not only they can read what they have written, but also other speakers of that language can read and understand it.

In writing summary, students need to clearly identify the distinction between paraphrasing and summarizing because it often has misleading in meaning. Many students do not understand the difference between these skills, yet they are used for writing research papers and reports. Paraphrasing is replacing the author's words with one's own words (not necessarily the same number of words). Summarizing is condensing the number of words into a shorter version containing the same meaning and including the beginning, middle, and end (Kuta, 2008, p. 134). The shorter the summary, the more difficult it is to write, because more details must be eliminated.

To consider which information should be eliminated based on the text, there are three important summarization techniques that can be used. They are selection, rejection and substitution. They are discussed hereunder (Patil, 2013, p. 1).

1. Selection: Selection is an important summarization technique. It is essential to select major idea, key words and phrases, special terms and interpretations presented in the original resource. These aspects must be considered seriously while writing this summary. It is an important summarization technique as it helps to include all major ideas in summary.
2. Rejection: Rejection is an important summarization technique. It is a process of removing unnecessary data. It tries to reject repetitions, examples, illustrations, anecdotes, redundant, expressions, tables and statistical data. Basically rejection helps to prepare a perfect summary.
3. Substitution: It is also an important summarization technique. Basically it includes synthesis. It is a mode of combining several sentences into one sentence. It is recommended to use sentence substitutions, short sentences to replace lengthy sentences. Use of one-word substitutions is an added advantage in the summary writing process.

The aforementioned skills are at least combined with the writing ability that can assist students to produce their writing summary precisely and efficiently. In addition, those skills should work simultaneously in the standard form of a summary. A summary is defined as a long text distilled to its essentials, the key points worth nothing, without examples and details. The specific form, the sentence structure and the vocabulary, has been changed, but the main ideas remain. Furthermore, summarizing is actually a specific and technical skill. However, some people less understand how to teach summary. Summary writing does not come naturally, and when told to summarize, students will often either copying verbatim, write long, detailed "*summaries*," or write excessively short ones missing key information (Levy, 2013, p. 1). This occurs because the students don't really know what a summary is or how to write one. If they have been told how to write one, it is usually in nonspecific terms, such as "*Put the story in your own words*." This is not technical enough to be helpful.

By assisting students how to write summary and use this technical skill, hopefully, writing a summary becomes one of priority skills that the students are able to use throughout their academic careers. Then, students can realize that **summarizing improves writing skills** as well as other skills as in which in reading students pick out the main ideas of a reading; it also helps with vocabulary skills as students paraphrase a reading, altering the vocabulary and grammar as they do so. In addition, **critical thinking skills are improved** as students decide on the main ideas of the reading to include in the summary. Finally, **writing and editing skills are improved** as students draft and edit the summary. The students can also work with peers throughout the writing and revision process, so it **also helps with cooperative learning**. Therefore,

many benefits exist to teaching summarizing skills (Levy, 2013, p. 1). Knowing the characteristics of a good summary will be helpful for students in writing summary as stated as follows (Levy, 2013, p. 1):

1. Proper Citation: The summary begins by citing the title, author, source, and, in the case of a magazine or journal article, the date of publication and the text.
2. Thesis Statement: The overall thesis of the text selection is the author's central theme. There are several aspects to an effective thesis statement:
   a. It comprises two parts: 1) the topic or general subject matter of the text, and 2) the author's major assertion, comment, or position on the topic.
   b. This central theme is summarized clearly and accurately in a one sentence thesis statement.
   c. The thesis statement does not contain specific details discussed in the text.
   d. The thesis statement is stated at the beginning of the summary.
3. Supporting Ideas: The author supports his/her thesis with supporting ideas. Use the following basic guidelines when summarizing supporting ideas:
   a. Cover all of the author's major supporting ideas.
   b. Show the relationships among these ideas.
   c. Omit specifics, such as illustrations, descriptions, and detailed explanations.
   d. Indicate the author's purpose in writing: to inform, to persuade, or to entertain. If the passage is a persuasive piece, report the author's bias or position on the issue.
   e. Omit all personal opinions, ideas, and inferences. Let the reader know that you are reporting the author's ideas.
4. Grammar and the Mechanics of Writing: Grammar and related concerns ensure that, a writer can communicate clearly to the readers. The following are particularly important:
   a. Restate the ideas into writer's own words as much as possible. Avoid direct quotations.
   b. Use transitional words for a smooth and logical flow of ideas.
   c. Edit and re-write your work.
   d. Check your grammar, punctuation, and spelling
5. Length: The length of a summary depends on how long the original document is.

WRITING MOTIVATION

In general, motivation is defined as the driving force in any situations that leads to action. In the field of language learning, motivation refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second language. It can be about positive attitudes towards both the target language community and the language classroom and a commitment to learn the language (Richard, et al: 2002, p. 343). Motivation in writing has two meanings- being moved to write, and trying to move others (Nancy, 2007, p. 17). The first meaning addresses to the movement of writer to write, and the second writing refer to the movement of readers by reading the writing.

Motivation in writing either in the first or the second meaning is not simple matter for the students, especially for the advanced learners in EFL context. The students often face difficulties in writing, and considered that writing is difficult task. Many complains come from students how to write without any writer's block. In other hand, the lecturers also complain how to activate students' motivation in writing.

According to Boscolo and Hidi (2007, p. 2), the major contribution on why the students' lack of motivation to write comes from the studies: mainly from a cognitive approach, complexity of writing process, and the difficulties students, particularly novice students. Further, they explained the de-motivating aspects of school writing into two points: (1) perceptions of the students that a novice student sees a problem as an obstacle which makes a writing task "dangerous" and "unattractive". (2) It is inherent to writing roles in the traditional curriculum that includes not only the rigidity of genres, but also the separateness of writing from other school subjects makes the writing is not a communicative tool, more to the routine activities of writing, even to the form of an assessment activity.

By seeing the whole instructional conceptualization of writing, it limits the students' occasion in writing, discovering the interactions among subjects, and the real function of writing as a communicative tool. Therefore, the students cannot find writing as an interesting activity, but only as an academic task. They are never interested or excited about writing. Then, the students are engaged to write based on the topics rather than foster them to be motivated in writing. Thus, the students' motivation decrease progressively related to find interesting topic and written production. The students perceive it as a routine and rigid schedule task and almost as an assessment tool. Even though activating students' motivation in writing is difficult for lecturers, but keep remaining the importance of high motivation for students' success in writing and try to foster it sustainably is consistently needed. Many researches focused on motivation as one of the key factors which affects the rate and success of second or foreign language learning. Motivation provides the primary impetus to initiate learning and later drive force to sustain the long and often tedious learning process (Dornyei, 1998). In fact, all the other factors involved in learning the language presuppose motivation to some extent. Without sufficient motivation, even individuals with remarkable abilities cannot accomplish long-term goals. Neither are appropriate curricula nor good teaching enough to ensure students' academic achievements (Dornyei, 1998). Most studies investigate the effect of motivation have found a relatively strong correlation between motivation and language learning success, and more importantly, motivation is the most significant predictor of achievement.

As an EFL learner, it is a very long process to acquire the same language competence as native speakers. Four abilities, namely, listening, speaking, reading and writing abilities could be applied to judge language competence, while motivation carries an equal weight in each specific field. Writing is considered to be the most difficult output ability for EFL learners no matter they are beginners or advanced learners as Chamot (2005) in Duan Yuan-Bing (2011, p. 235-236) proposed, "beginning level students struggle with finding the words they need and remembering grammatical conventions, whereas more advanced students find it difficult to link their ideas with coherence and to produce appropriate target language discourse". Dealing with Chamot's idea, Duan Yuan-Bing (2011) Stated that students with low writing ability are found that they have no interest in writing and they do not know how to write. According to Gardner (1985, p. 50), "motivation involves four aspects: a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question". In other words, it is the combination of effort and desire to achieve the goal of learning the language with favorable attitudes toward learning that language.

However, it is inevitable that teachers will come face to face with students who have experienced schooling that has caused them to stop trying or valuing their writing

and reading education. The questions from here are: How does a teacher work with this and what can a teacher do to reach these students, so that they might see reading, writing and critical thinking as essential practices not only for their academic careers, but for their lives as well? These questions lead to a more solid set of: What is motivation and can we as teachers play a part in eliciting and sustaining students' intrinsic motivations to value and participate in their learning? If so, what are the best practices and strategies for engaging students' intrinsic motivations? The critical review of the research revealed that feedback, autonomy supportiveness, and relevant/relatedness tasks and assignments were the key components to eliciting and sustaining intrinsic motivation.

By focusing on the learner, educators could encourage the idea that teachers should make the move from being behavior controllers and knowledge dictators to more capable persons who invite students to participate in and construct their learning (Wells, 2000). Participating and constructing will not happen unless one is intrinsically motivated to do so and this required educators to study and apply strategies that would elicit and sustain students' intrinsic motivation. Being intrinsically motivated to act and behave is inherent in human nature. Ryan and Deci (2000) devoted much of their time to studying this. Through their studies and analysis, they found that humans possessed three psychological needs: The need for competence, autonomy, and relatedness. The following research found that teacher feedback supported students' positive perceived self-competence, which was also seen as a strategy to elicit and sustain students' intrinsic motivation. The following research also suggested that autonomy supportiveness and relatedness were strategies for eliciting and sustaining students' intrinsic motivations. The trends of this research suggest that when the needs that Deci and Ryan described are met, the level of one's intrinsic motivation is enhanced. Jaramillo and Medina's (2011) study, the written skill is perceived as an art in which willingness and motivation are important. Anderson (2011) drew upon her experience as a classroom practitioner in New Zealand to propose a systematic process of firstly identifying students who are reluctant writers and the causes and then supporting them to obviate the barriers to their reluctance. She lists the typical characteristics of reluctant writers as: (a) students who are reluctant writers; (b) students with poor spelling and punctuation skills; (c) students who are easily distracted from reading and writing; (d) students who work slowly, often not completing works; (e) students whose work is poorly presented; (f) students who use displacement activities to delay writing; (g) students who lack life experience; (h) students who refuse to share written work in a group; (i) students who like being read to but have reading difficulties; (j) students who like to make things and build; (k) students who sometimes use strategies to mask their reluctance.

MIND MAP STRATEGY

Mind map was promoted by Toni Buzan in 1970s and nowadays there are millions of people using it for brainstorming, note-taking, project planning, decision making and document drafting. Basically, Mind map strategy is a strategy used in order to denote a process in which the writer can describe and clarify his ideas in a graphical form. A better understanding of the relationship between ideas is created due to the pictorial form. Buzan defines (2000, p. 138), "Mind maps are a graphic, networked method of-storing, organizing and prioritizing information (usually on paper) using key or trigger words and images, each of which will 'snap on' specific memories and

encourage new thoughts and ideas. Each of the memory triggers in a mind map is key to unlocking facts, ideas and information and, also, to releasing the true potential of your amazing mind".

The concept of mind map, which rely upon the radiant thinking information processing system (Buzan, 2000), are generally used to generate, visualize, structure and classify ideas around a central key word. as such, mind maps are found to support strategies of brainstorming, visual thinking, organization, problem solving, decision making, and writing (Harris and Caviglioli, 2004, Buzan, 2005). Mind maps are non-linear in nature: can be easily adjusted to individual preferences and can include pictures and color. According to Jaksch (2011), a mind map is a thinking tool that reflects what goes on in the brain. When two bits of information intersect, an idea is formed. Then, the idea triggers radiant thinking. This means that the brain makes countless associations, radiating in all directions. In addition, Borkar (2011) explains that mind map is a strategy that makes optimum use of brain power and allows people to learn and retain information more effectively. It is because of this characteristic feature that mind maps have proven to be highly effective when used for studying. Similarly, Buzan promoted that mind map notes can be quickly and easily transformed into essays, presentations, and other creative or communicative form, then, it can increase the clarity of analytical thought, and it grows delight in accumulating knowledge.

Advocates of mind maps suggest they support "visual thinking", by assisting the user to lucidly organize ideas, enabling individuals to problem solve and make better decisions. It is also claimed they support writing (Harris and Caviglioli, 2003: Buzan, 2005). Their non-linear format is said to mirror the way in which the brain stores and retrieved information (Buzan forward in Morris and Smith 1998). Whilst thinking may well involve the patterning of ideas in visual-spatial-verbal form (Hyerle and Yeager (2007, p. vi). It is a grain claim to suggest that a mind map '..mirrors the way the brain stores and retrieves information..' (Buzan, 1998, p. 7). Buzan makes an analogy between the visual appearance of the mind map and the structure of a cerebral neuron (see figrure 1). Visually the two share similarities but that may be where the comparison ends. Furthermore, mind map has four essential characteristics (Buzan and Buzan, 1994, p. 59), as follows: (a) The subject of attention is crystallized in a central image; (b) The main themes of the subject *radiate* from the central image as branches. (c) Branches comprise a key image or key word printed on an associated line. Topics of lesser importance are also represented as branches attached to higher level branches. (d) The branches from a connected nodal structure.

According to Buzan (2011), there are at least 7 advantages of mind map strategye for students: making notes; planning an essay; studying for exams; creative inspiration; problem solving; making presentations; group study; Furthermore, Buzan (2008) explains the benefits of using mind map as seen in the table 2.

Table 1: The Advantages of Mind Map Strategy

Uses	**Benefits**
Learning	1) Reduce those 'tons of work'. 2) Feel good about study, revision and exams. 3) Have confidence in our learning abilities
Over viewing	1) See the whole picture, the global view, at once. 2) Understand the links and connections

Concentrating	1) Focus on the task for better results 2) Using all students' cortical skills attracts their attention
Memorizing	1) Easy recall 2) 'See' the information in students' mind's eye
Organizing	1) Easy recall 2) Be on top of all the details for parties, holidays, projects or any other subject
Presenting	Speeches are clear, relaxed and alive.
Communicating	In all forms with clarity and conciseness
Meetings	From planning to agenda, to chairing, to taking the minutes...the jobs are completed with speed and efficiency
Training	From preparation to presentation, they make the job easier and much faster
Thinking	Having a method to analyze thoughts - almost a 'way station' for them
Negotiating	All issues, students' position and maneuverability on one sheet
Brain Blooming	The new brain-storming in which more thoughts are generated and appropriately assessed.

Based on table 1, it could be seen that the benefits of mind map strategy can be appropriate with the process involved in writing summary. (1) in learning. it is to reduce the "tons of work", feeling good about study, revision, and exam. In writing summary, students are asked to read the article and find the main important information, they have to read it several times until they can get the very important ideas. By using mind map, students can reduce all information from the article into extracted ideas easily. (2) in over viewing, it is to see the whole picture, the global view; understand links and connections. This benefit of mind map can help students to write coherence and cohesion. (3) in concentrating, it is to using all students' cortical skills attracts their attention. This benefit can help students from any distraction during writing that can create writer's block. (4) in memorizing, it is to easy recall. By using mind map, students do not really need to re-read the articles many times to understand the whole information before writing summary. Mind map will easy students to recall all information that they have read. (5) in communicating, it is to be used in all forms with clarity and conciseness. It is obviously relevant with the writing summary which needs to be produced in the form of clarity and conciseness. (6) in thinking, it is having a method to analyze thoughts-almost a 'way station' for them. It helps students to organize their ideas and assists them in identifying which one is the major and minor information, and which ideas should be written first or later.

The importance of using symbolic and visual thinking in learning has been advocated as one means of improving writing (Fleckenstein et al, 2002) and visual strategies, such as 'story boards' and 'writing frames', are widely used in English schools. Multi-sensory approaches, including the use of mind maps, are recommended as effective learning strategies for dyslexic pupils and those for whom English is an additional language (DfES, 2005). There is also growing recognition that students are immersed in a literate world where multi-modal texts proliferate and that pupil's knowledge of the visual-linguistic combination can be utilized to develop writing (Bearn and Wolstencorft, 2007). Mind maps utilize both visual and linguistic modes of

thinking by enabling the user to record ideas in symbolic, pictorial and linguistic form. Once the strategy has been mastered, ideas can be recorded quickly and clustered around key themes. In the USA graphic tools have been shown to improve academic performance in reading comprehension (Hyerle and Yeager, 2007, p. vii). Teachers at St Vincent's Primary School, Glasgow found that mind map was a useful strategy for reluctant writer, as well as being a purposeful assessment tool (Doran, 2006). However, little analysis is provided to demonstrate a full evaluation of the impact of mind maps with these pupils. In England Milliard (2001) advocated the use of visual planning in the form of diagrams and story frames to support writing. In the context of strategies to assist pupils to make material their inner thinking, the mind map then is seen to be a useful planning tool.

As it has already been stated, mind maps combine visual and linguistic thought. Once the strategy has been mastered, ideas can be recorded quickly and clustered around key themes. Sturm (2002) small-scale comparative study of the influence of concept maps on descriptive writing with eight grade (14 years old) students with learning disabilities found that mapping improved both the quantity and quality of writing. Furthermore, students were able to transfer skills acquired using mapping to other writing tasks without the use of maps. Sundeen (2008) also found that mind mapping improved the quality of writing of students with learning disabilities but did not conclude this was a transferable skill. In a brief paper on the subject, Richards (2002 online) rightly asserts that writing is a complex process, requiring competence in a number of sub-skills such as: spelling, syntax, knowledge of vocabulary, fine motor control etc. According to Richards, until writers have mastery over these sub-skills they are likely to struggle with writing, possibly leading to 'reluctance' to write. She considers planning to be the most important stage of writing process and, like other advocates of mind maps, confirms the strategy helps the writer finds difficult to spell can be recorded and checked at the planning stage, making writing more fluent because these sub-skills are less of an impediment at the drafting stage. in addition to the use of mind maps, Richards includes role play and drawing as equally important pre-writing strategies. Mind map strategy promoted how to activate and explore more the functions of brain for organizing the learning, particularly in writing. The following table figures out the functions of brain (Tony and Barry Buzan, 2007, p. 32).

Table 2: The Functions of Brain

Right Hemisphere	Left Hemisphere
Rhythm	Words
Spatial Awareness	Logic
Gestalt (Whole Picture)	Numbers
Imagination	Sequence
Daydreaming	Linearity
Colour	Analyses
Dimension	Lists

The range of skills available to the human attributed either left or right hemisphere, taken into account by the use of mind map (Tony and Barry Buzan, 2007, p. 33-34) are : 1) Language: Words, Symbols; 2) Number; 3) Logic: Sequence, Listing, Linearity, Analysis, Time, Association; 4) Rhythm; 5) Color; 6) Imagery: Daydreaming, Visualization; 7) Spatial Awareness: Dimension: Gestalt (Whole Picture). It could be

seen that in writing summary in EFL context emphasizes the use of language (words, and symbols), logic (sequence, listing, linearity, analysis, time, and association), spatial awareness (dimension and gestalt). While, writing motivation emphasizes the use of colour, and visualization. In conclusion, the mind map strategy could cover what students need to develop in their writing summary and writing motivation though visualization by emphasizing the use of word, color, symbol, and images. Milliard (2001) also recommends the use of visualization and diagrams as stimuli for composition. Furthermore, there is tendency for boys to be more reluctant writers than girls but their motivation can be improved by writing task that have a meaningful purpose or communication function (Merisuo-Storm, 2006). A purpose for writing, together with peered collaborative writing, has been found to improve both motivation and quality of writing amongst reluctant writer (Alber, 1999). Cain (2001) found that during the course of a year the pupils, who began with low self-esteem as learners and were low achievers, improved in several ways after the sustained use of mind maps. The students were classified as mainly visual and kinesthetic learners. Mind maps were used to help students recall information and to plan future planning, including use as pre-narrative writing planning 'tool'. It was noted that students' motivation and attitudes to learning improved, as did their self-esteem. They also became more self-reliant and independent, showing increased application to tasks.

The procedures of mind map strategy (Gupta: 2011) are as follows:

1) Planning
   This is the first step in this process and takes place before the beginning of the actual group process. At the start of this process, the facilitator works with people involved to decide on who will participate in the process. Remember it is good to encourage a wide range of relevant people in order to ensure that various viewpoints are taken into consideration.
2) Statement Generation
   It is after the focus and participant statements have been decided that the participants develop a large set of statements. These statements that describe the focus form a number of different aspects. Brainstorming is typically used in this process.
3) Statements are Now Structured
   Once generated, the participants organize the statements to check if they are related to each other. This is done in two processes - sorting and rating. In the first process, each participant sorts the statement into piles according to their judgment. In the next process, the participants rate each other on some dimension, whose focus is decided in the planning.
4) Statements are Represented
   It is at this point that the stakeholder's team is ready to make the map. At this stage statistical analysis is used, the two kinds being, multidimensional scaling and cluster analysis. Using the first type of analysis each statement is represented as a single separate point on the map. In this case the statements that are piled together by more participants are put closer to each other on the map meaning that the distance between the points on the map stands for the degree of interrelationships among the statements. In the second analysis that is called cluster analysis, the outcomes are portioned into cluster or groups. The concepts that are grouped into a cluster are the ones that are strongly interrelated to each

other or reflect similar ideas and concepts. A cluster analysis represents conceptual domain.

5) Maps are Utilized

In this step the stakeholder group uses the maps to address the area that they were focusing on earlier. The map that has been created is useful in both evaluation and planning. It helps in planning by showing the action plan, assessment of needs, planning of the group structure or the program development. In the second category, it displays the basis for sampling, developing measures and/or outcome assessment.

According to Harkirat et.al (2011, p. 190), there are four lesson stages of mind map strategy. (1) developing students' prior knowledge by asking the students to reviewing the multi-color mind map on the content covered in the previous lesson; (2) introducing new content teaching by providing presentation as well as demonstration; (3) establishing class work revision by conduction group work and individual work, in which in the group work, the students are asked to prepare group mind map, after that in the individual work, the students are asked to prepare individual mind map; (4) the optional stage is providing homework, the instructor considered it as necessary, so that he/she can provide it to complete the topic mind map. There are at least 4 similar ways in using mind map strategy in teaching writing. By considering the procedures chosen in using mind map strategy, it is expected that this procedure of using mind map strategy can promote group collaboration, more interaction between teacher and students, students and students, and of course it promotes developing students' ability in writing, particularly in writing summary and writing motivation.

METHODOLOGY

The design of this research was quasi-experimental research with the type used was pretest-posttest non-equivalent group design. First, both groups were administered by pretest. Then, an experimental group was treated by mind map strategy meanwhile a control group did not get any treatment. Then, both groups were administered by posttest. (Cohen, Manion, and Marrison, 2007, p. 283). In general, the population of this research was the fifth semester students of English Education Department of UIN Suska Riau which consisted of 6 classes (194 students). The sampling technique used was a cluster random sampling technique. Two classes were invited (56 students). However, during treatment, some of the students were inconsistently coming to the class to join the writing class, thus 14 students were eliminated as participants of the research. Therefore, only 21 students were selected as participants for each class. It meant that 42 students were taken as sample of this research. In order to assess the students' ability in writing summary, ESL Composition Profile (Jacob, et al, 1981, p. 30) was used as the guidance for two raters. To identify the level of students' writing ability, the writing category (Reid, 1993, p. 237) was used.

Table 3: Writing Category

Level	Score	Category
A	90-100	Excellent
B	80-90	Very Good
C	70-80	Average

D	60-70	Poor
E	Below 60	Very Poor

1. Questionnaire
   Questionnaire was used to get the data about the students' writing motivation. This questionnaire was used before and after the treatment. There were 15 indicators of students' writing motivation developed into 30 items. It used Likert scale which consisted of 5 choices as follows:

Strongly Disagree	= 1
Disagree	= 2
Neither Agree nor Disagree	= 3
Agree	= 4
Strongly Agree	= 5

In order to analyze the data, T test was used in order to find out the difference between scores of pretest and posttest taken from the experimental group using Mind Map strategy and the difference between scores of pretest and posttest taken from the control group and the difference between the scores of both pretest and posttest of the experimental group and the control group. Two kinds of formula of T-test was used; a paired sample t test and independent sample t test.

a. Paired Sample T-Test
   Paired sample T-test was used in order to find out (a) the difference of scores between pretest and posttest of the experimental group, and (b) the difference of scores between pretest and posttest of the control group.
b. Independent Sample T-Test
   Independent sample T-test was used in order to find out (a) the difference of pretest scores between the experimental and control groups, and (b) the difference of posttest scores between experimental and control groups.

RESULTS

After collecting data, and assessed by the raters. The results of students' ability in writing summary and writing motivation can be seen in the following table.

Table 4: Summary of Students' Ability in Writing Summary and Writing Motivation

Group	Mean of Writing Summary			Category	Mean of Writing Motivation			Category
	Pre	Post			Pre	Post		
Control	59.86	69.33		Low	100.86	100.43		Medium
Experimental	61.14	77.38		Medium	121.38	124.43		Medium

From the table above, it can be seen that students' score of writing summary in experimental group is higher than control group with different gain category received. In addition, the students' score of writing motivation in experimental group is higher than control group, but the closely similar gain category received. Furthermore, two main hypothesis were proposed. First: there was significant difference of students' posttest mean score between the control and the experimental groups in writing summary at the English Education Department of UIN Suska Riau.

Table 5: The Results of Independent Sample T Test of Posttest Scores of Control and Experimental Group

Group	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	t	df	Sig. (2-tailed)
Control Group	21	69,33	4,72	1,03	1,00	0,32	6,57	40	0,00
Experimental Group	21	77,38	3,04	0,66					

Based on the table 5, by using independent sample t test, it could be seen that the sig. (2-tailed) was 0,00. It was smaller than p-value was 0,05 (0,00<0,05). Therefore, H_0 was rejected. It meant that there was significant difference of students' posttest mean score between the control group and the experimental group in writing summary at the English Education Department. Thus, the first hypothesis was **accepted**. Second: There is significant difference between students' writing motivation after treatment between the control and experimental groups at the English Education Department of UIN Suska Riau.

Table 6: The Result of Independent Sample T Test after Treatment of Writing Motivation

Group	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	t	df	Sig. (2-tailed)
Control Group	21	121,38	4,04	0,88	1,16	0,29	-2,08	40	0,04
Experimental Group	21	124,43	5,35	1,17					

Based on the aforementioned table, by using independent sample t test, it could be seen that the sig. (2-tailed) was 0,04. It was lower than 0,05 (0,04<0,05). Therefore, H_0 is rejected. It meant that there is significant difference of students' writing motivation after treatment between the control and experimental groups at the English Education Department of UIN Suska Riau. Thus, the second hypothesis is **accepted**.

CONCLUSION

Based on the results discussed, two main points can be concluded. First, there is significant different of students' ability in writing summary between control and experimental group. The students at experimental group performed better than control group in which the gain of students' score at experimental group is medium, while the

gain of students' score at control group is low. Second, there is also significant different of students' writing motivation between control and experimental group. However, the gain achieved by both group for writing motivation is closely similiar in the medium category. Thus, it can be concluded that there is significant effect of using mind map strategy on students' ability in writing summary and writing motivation at the English Education Department of UIN Suska Riau.

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Integrating Hot Issues to Aid Students' Scanning Skill

Ummi Rasyidah
An English Lecturer of University of Pasir Pengaraian
Email: ummirasyidah@yahoo.com

ABSTRACT

Scanning has been deemed either a rapid reading skill leading to superficial understanding or a demanding cognitive or metacognitive skill. At the university level, scanning has been viewed as an essential reading skill and as a basic skill to be taught. The purpose of this classroom action research was to explore the extent to which bringing hot issues to improve students' scanning skill and the factors influence these improvement. Second semester of English Study Program of UPP were selected as the participant. These 27 students met several problems in scanning skill. Students provided a topic in each meeting then required to find an article. Quantitative analysis showed that students achievement in scanning skill were better. Qualitative analysis evolved through four distinct phases, each of which involved observation, field notes, and semi structured interviews to provide insights on the factors that influence the improvement. These instruments provided information about the level of improvement in reading comprehension and evidenced factors in the students' performance when they read hot issues in English. Findings suggested that successful integrating hot issues in reading appeared to simultaneously require both similar and more complex applications of (1) topic selected, (2) contribution of group work, (3) motivation and (4) lecturer's approach. The researcher suggests that reading hot issues as a source of reading can be used effectively to improve students' scanning skill. Implications for literacy theory and future research are discussed.

Key words: hot issues, reading materials, scanning skill

INTRODUCTION

In past, reading experience can be obtained in the library. The school library is a gateway to knowledge and will serve as a starting point or road map to reading and the promotion to reading culture. The library provides books and other resources which will help shape thoughts and influence the actions of students throughout life with active supervision by an experienced librarian. Nowadays, due to technological development, reading habits are changing. When technology is slowly taking a steady control over individual lives, we have to be able to utilize it as a source of learning.

In university level, students are required to cope with a lot of reading texts and to become a competent scanner. This is needed even the fact show us that the students had negative attitude towards scanning. Evidence proved that students need much time to scan then it is not "scanning skill".

The Internet has caused educators to confront issues related to new objects, as previous objects of innovations (materials, methods, and strategies) have never been adopted so rapidly and in so many places simultaneously. Moreover, Internet access has

become common in school. One of the advantages of internet is immediate dissemination of information through the click of a single link.

Many students have limited ability to comprehend texts. English reading is not only the purpose of the study, but also the main means and paths of learning English. English reading skill is one of the important language skills, which students have to master. In our institution, Reading is hierarchal subject which consists of *Reading I, Reading II, Reading III, Extensive Reading I,* and *Extensive Reading II*. In order to improve students' reading ability, lecturer should particularly focus on the development of students' effective reading skills and good reading habits.

BRIEF LITERATURE

Bringing hot issues from the internet can be part of authentic materials. This statement supported by Kilickaya (2004) who stated that authentic materials means exposure to real language and use in its own community. Moreover, Martinez (2002) defined authentic materials as the materials which are prepared for native speakers and not designed to be used for teaching purposes. Supporting the studies on the effectiveness of reading skills, Tahririan and Basiri (2005) worked on the effectiveness of reading abilities in Internet reading. The results of the study indicated that reading skills (skimming and scanning) are fundamental to Internet reading. The Internet readers mainly favored quick glances from top to bottom of the page. Their eyes moved from one item to the other in search of relevant information. They did not read every word or every line of the page.

Alderton (2010) emphasizes that teachers must purposely bring skimming and scanning to the forefront as a way to support comprehension of Internet texts. Richards and Schmidt (2002, p.444) argue that reading builds on several micro skills; one of them is scanning (noticing specific details). Nel, Dreyer and Kopper (2004:95) see that reading for university courses is demanding as students need to complete a large quantity of reading in a limited amount of time and able to identify specific issues through reading. Ding (2008) promotes reading internet material through scanning is effective and efficient for fast reading. Deals with the previous experts, Weir et al. (2009) note that reading activities are either more local or more global in their orientation so while the act of 'scanning' (i.e., locating specific information within a text) has a more local focus; the act of 'skimming' (i.e., obtaining an overview of a text) is a more 'global' form of reading.

Specific information detects through standard features of question mark or 5W1H. These kind of questions serve great purposes in scanning. A question thread from 5W1H usually comprises several variation conveying different information needs, and it is highly desirable to identifyindividual sub-questions and match each of them to the user query.Question sentences in 5W1H are usually mixed with various description sentences then, simple heuristics using question mark or 5W1H words (who, what, where, when, why, how) may become adequate.

METHOD

By using classroom action research where the researcher paid more attention to improve students' skimming skill during teaching learning process by using hot issues as materials. Classroom action research is a reflective process which helps educators to explore and examine aspects of teaching and learning and to take action to change and improve.

FINDING AND DISCUSSION

This classroom action research was conducted at the second semester students of the English Study Program of University of Pasir Pengaraian. The numbers of students are 27. The research was done in two cycles by bringing hot issues to improve students' scanning skill; each cycle consisted of five meetings with the test included; each meeting had time 2 x 45 minutes. Each cycle of this research consisted of four phases; planning, action, observation and reflection.

Before carrying out the first cycle of this research, at the beginning the researcher and her collaborator gave scanning test to students to know the based score as the pre- test. The scanning test was assessed starting by 5W1H questions.

From the pre-scanning test given, the researcher could found the students' based score in scanning skill. It was found as in the table 1.

Table 1. The Average of Based Score

No	Questions	Average Score	Criterion
1	Who	65,54	Fair
2	What	61,46	Fair
3	Where	67,80	Fair
4	When	57,62	Fair
5	Why	55,38	Fair
6	How	49,33	Very Poor

After gaining the based score of students' scanning skill, the researcher found the class average score of students speaking skill in each type of questions. It was useful to see how the students' scanning skill was. By gaining the class average score of students' scanning skill, the researcher could analyze how students' ability in answering the questing which started by who, what, where, when, why and how inserting hot issues as the reading material in scanning.

The result of each indicator was mostly in fair level. On the other hand, the improvement or changed are needed. Consequently, as to overcome the problem of students' scanning skill, the researcher made plans of activities done in the first cycle by inserting hot issues in teaching scanning skill.

1. The extent to which hot issues could improve students' scanning skill.

As it was stated previously, this classroom action research was conducted in two cycles and each cycle had five meetings. In order to overcome students' problem in scanning skill, the researcher use hot issues as aid to improve students' scanning skill.

By analyzing the data qualitatively and quantitatively gained during two cycles, the researcher found that using hot issues could improve students' scanning skill. It could be found from the result of the task, the test and the observation in reading at the end of cycle, the observation checklist, the field notes and interview done.

The improvement was started by preparing some plans related to the research done such as the schedule of the research, the existence of collaborator / raters and the instruments needed during the research. The result of the pre-test was as the guidance to plan some improvement in this research. The result of the research was displayed in the following. It was also analyzed quantitatively and qualitatively during the cycles, as in the following:

THE FIRST CYCLE

First cycle was conducted on March 02nd, 09th, 16th, 23 rd and 30th 2015. This cycle consisted of five meetings and every meeting was conducted with the collaborator. The collaborator explains everything concerning to the teaching and learning process. There were four stages in conducting classroom action research and they were described in this following explanation :

1. Planning.

Before conducting the research, the researcher arranged some plans which were conducted during the action stage. Those plans were scheming lesson plan, preparing topics, observation sheet, field note and interview guide. There were four topics for the first cycle. All topics should be access in internet related to sport, education, politics and science.

2. Action.

During the research, the researcher was helped by the collaborator. The collaborator fulfilled the observations sheet and field note during the research completely. The researcher did the research once a week and planned the activities to do for the next meeting very well.

The researcher divided the students into seven groups. Each group consisted of 3-4 students. Each group was required to bring an article about hot issues related to topic given. In the end of the meeting, the researcher gave a task to the students and in the end of cycle, a test was given.

The test was related to the topic given. Four articles were provided with 5W1H questions. The total number of test was 24 items. The researcher only gave the post test for cycle one to establish the improvement of students' scanning skill. In this case, she also evaluated students mark in each type of question. In detail, the test result can be seen in the following table:

Table 2. The Students' Average Score in Scanning Skill in Cycle 1

		Questions					
No	**Cycle 1**	**Who**	**What**	**Where**	**When**	**Why**	**How**
1	Meeting 1	63,69	60,11	60,71	67,73	60,25	58,45
2	Meeting 2	58,92	56,54	67,14	61,33	57,73	55,06
3	Meeting 3	64,16	53,57	53,57	75,43	55,35	60,48
4	Meeting 4	60,85	57,62	70,03	67,61	65,02	60,00
5	Test of Cycle 1	61,31	59,52	62,83	55,35	58,92	60,00
	Average Score	61,79	57,47	62,86	65,49	59,45	58,80

3. Reflection

The collaborator observed the activity during teaching and learning process from the first activity until the end of this cycle. He wrote several notes after attentively monitor the students' activities in the class then the researcher knew the progress of the student activities. It helped her to formulate students' problems and created solution to solve them. The researcher also focused on the students weaknesses that can influence their scanning skill.

The field note informed that there were some important points found by the researcher during using hot issues at the first cycle. Although the researcher had selected the material which closely related to their daily life, the students were not very familiar with them. They did not know what the topics talked about. The collaborator observed that this problem occurred due to a few students did not have enough preparation before coming the class. They did not work cooperatively with the group members in selecting the article.

Lecturer approach also played an important role in reading class. The researcher was able to control the classroom. Field note which written by the collaborator indicated that the researchers was welcome with a wrong answer of the question. She did not correct the students' mistake directly but she tried to find an appropriate time and word to help the students in producing the correct one.

The improvement of the students' scanning skill at this cycle indicated that bringing hot issues gave contribution to improve their scanning skill. Even though the improvement was not significant, the progress of improvement can be clearly seen through students score in each meeting. Observation sheet, field notes and interview could explain why there was an improvement of students scanning skill.

Besides on the activity that had been done by the researcher and the students in this meeting, there were some notes that should be considered by the researcher in using hot issues in the reading class. The second cycle is needed because students' achievement at the first cycle was not satisfied yet.

From the problem mentioned found in the cycle one, the researcher together with his collaborator agreed to continue the improvement for better result followed by the improvement of the teaching and learning process. The improvement focused on the following points:

1. Motivating students to be active in the pre-activity
2. Guiding students to work cooperatively in selecting the appropriate article
3. Increasing the explanation about information needed from the articles.
4. Asking students to be careful in scanning.

THE SECOND CYCLE

The researcher reminded the students in the beginning of the cycle two about the topic so that the group members can work together to select the article. Four topics were addressed in the second cycle then the researcher reviewed all aspects in order to give positive feedback from the activities in the classroom.

1. Plan

There were some focuses done at this cycle. The focuses was based on the reflection in cycle one. The second cycle was also conducted in five meetings. The first meeting was held on 06th April, 2015. The topic was *economic*. The second and third meetings were conducted on 13th and 20th April 2015. The topics were *entertainment* and *international issues*. The fourth meeting was on 27th April 2015. The topic was *local news*. Then, a test was given in the fifth meeting at 4th May 2015.

2. Action

In this cycle the researcher still brought hot issues as the source of reading materials. The students then asked to identify the information by focused on 5W1H questions. Furthermore, they had to be able to deliver the correct answer. The time

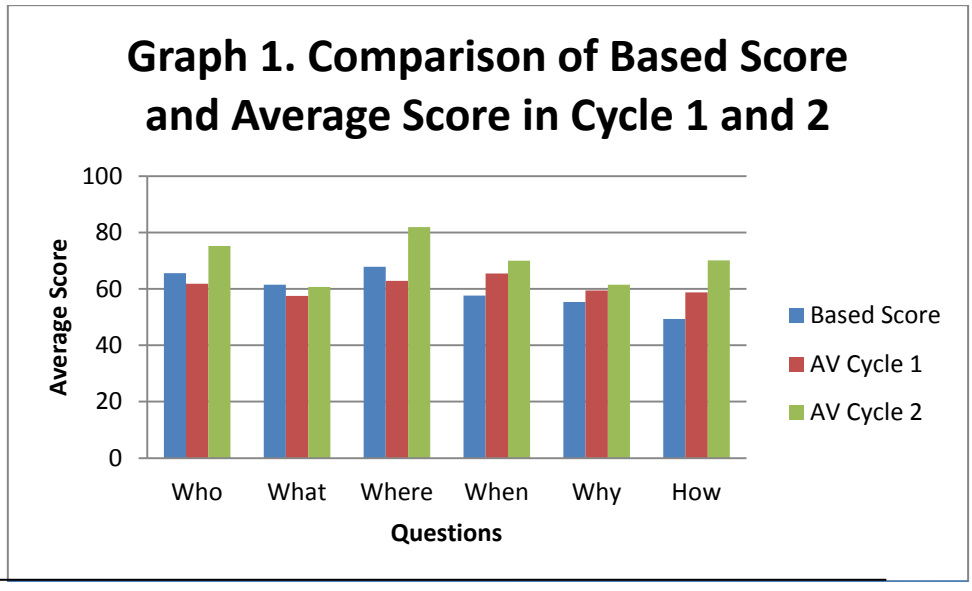
managed clearly by the researcher, so the students had limited time to perform in this stage. In other way, time allotment was managed strictly.

Similar to the first cycle, the researcher also assigned a task at the end of first up to four meetings. The task used one of the article selected by the group. It consisted of six questions. She distributed a test in the end of cycle two. Then, in order to find out the improvement of students' scanning skill in cycle 2, it could be more analyzed by comparing the class average score in each type of question. There were some changes by the meetings. Even though, the changes were only a little. The comparison gained from meeting 1 to the test of the cycle was shown as in the table 3. Even though the score were increased slowly, the researcher believed that the students made progress in scanning.

Table 3. The Students' Average Score in Scanning Skill in Cycle 2

No	Cycle 2	Questions					
		Who	What	Where	When	Why	How
1	Meeting 1	63,69	60,11	78,57	67,73	60,25	58,92
2	Meeting 2	67,26	61,31	78,57	64,28	57,73	63,69
3	Meeting 3	83,33	58,56	81,54	66,66	65,35	76,78
4	Meeting 4	90,47	63,00	88,09	73,82	65,02	79,16
5	Test of Cycle 1	71,31	60,66	82,83	77,38	58,92	72,25
	Average Score	75,21	60,73	81,92	69,97	61,45	70,16

After analyzing the improvement gained by the students in scanning skill started from the first cycle to the second cycle, it can be stated that there was an improvement achieved by the students between the cycles. It could be seen from the diagram 1 below:



The researcher identified that students' score in cycle one improved in three types of questions; *when, why* and *how* and decrease in other questions started by *who, what* and *where*. The improvement in all types of questions occured in the second cycle.

It means that the students became better after gaining some explanation from the lecturer.

The score began with 59.52 (before using hot issues). It indicated that the result was still poor. Therefore, it was needed to bring authentic materials to improve their scanning skill. Then, treatment at cycle 1 could improve their scanning skill up 60.98. However, the students score result at cycle 1 could not satisfied yet. The research should be continued to cycle 2. Then, the students scanning skill average score for cycle 2 increased significantly, which was 69.91. It means that the score was higher than minimum standard score of English. As mentioned before, the minimum standard subject for *Reading II* is 65. In sum, using hot issues could improve the scanning skill at second semester of English department students of University of Pasir Pengaraian.

3. Reflection

The researcher together with the collaborator agrees that students' scanning skill improved through the topics given. In conclusion, the students' scanning skill after applied classroom action research through hot issues as the source of reading class achieved better improvement. They achieved much better improvement if it compared to students' scanning skill before carrying out the research.

Having finished the two cycles, the researcher interviewed the students about students' thought towards hot issues in teaching and learning reading. In general, first they were motivated to read because of variety of the topic. Second, the contribution of friends also helped them to overcome the difficulties found in the teaching and learning process.

2. Factors that improve students' scanning skill through hot issues.

Qualitative and quantitative findings indicated that the students increased their scanning performance significantly. Furthermore, the students in second cycle were able to foster their reading skills in such a way that they were able to use it with linear materials as well. Besides scanning, the students also increased their participation and motivation. Although the students in cycle one made some progress in the following research period, their achievement remained significantly lower than in the second cycle. These findings not only make clear that pedagogically bringing hot issues has a positive impact on foreign language reading skills, participation of group members, and motivation, but they also support the argument that a variety of methods and approaches should be used and that traditional approaches alone should not dominate in foreign language instruction.

The activities of teaching reading skill through authentic materials have brought a lot of improvement toward students' scanning skills. In relation with the observation checklist, field note and interview from the first cycle up to the second cycle, it can be identified the factors that improve the students' scanning skill such as topic materials, contribution of group members, motivation and lecturer approaches.

a. Topic

In reading, topic of materials is considered the dominant means for learning new information and gaining access to alternative explanations and interpretations. Also, topic plays a primary goal to attract students to read. Students' prior beliefs about a topic would affect how they comprehend, remember, and learn factual information given in a text. It seems that students can effectively comprehend textual information with high content value when they were interested about the topics. Not suprisingly, Lee

(2009) found that topic congruence and topic interest affected the L2 readers' recall of lower-level textual information in complex ways.

Clearly mentioned the students selected the article based on the topic given. Students felt free to choose the article. From interview, 3 of 4 students mentioned that they chose the more interesting and familiar topic. Accordance to the effect of familiarity of text in reading, Engin and Seven (2005) found that the topic familiarity and background knowledge are effective and important to understand the reading passage. Leeser (2007: 253) later showed topic familiarity can also promote learner's ability to make form-meaning connections".

b. Working in a group

Allowing students to choose reading materials means the students get involved in learning process actively. If students are involved in the process of learning, they will find something that will be advantageous for later use and, consequently, better comprehension takes place (Hayati and Jalilifar, 2010:53). Even the function of group is to help learners to take the responsibility of their article, it leads the students to work on activities that will eventually enhance their understanding of the subject. Hull (1985, in Horder 2010) believes that adults learn best if they were put in groups. further, group work technique helps students learn better and improves their achievement (Al-Sheedi, 2009). Wichadee (2007) reported that students benefited from group work in their reading comprehension, for example, their reading skill improved, their interaction increased, they felt at ease, learnt more, enjoyed their time and learnt how to work with one another. Those findings come up from the students reflected enjoyment during group work because , the groups were formed earlier in the beginning of the semester to give students a chance to familiarize themselves with their peers and become more comfortable to engage in any discussion.

c. Motivation

One of the most important advantages of using authentic materials is that it increases learners' motivation and reflects positively on their learning process. Continuing this idea, Guariento & Morely (2001) state that authentic materials help to motivate learners learn the language by making them feel they are learning the 'real' language. Allowing students to select some of their own reading materials gives students control over their learning. Teachers need to structure and guide student choices so that struggling readers select materials that are appropriate for their reading level and that address the content they are learning. **Choice is widely acknowledged as a way for enhancing motivation.** In addition, Guthrie and Wigfield (2000) suggest that providing genuine student choices increases effort and commitment to reading.

d. Lecturer's approach

It is clear that in this reading class, the student had a great opportunities to select the reading materials. This influences students' attitudes towards learning process. The textbooks used in many secondary level classrooms often do not hold students' interests. Teachers can provide students with other reading materials that interest them and that pertain to the subjects that they teach. Teachers can start by conducting online searches for high interest, matched-to-reading-level materials. Books, magazines, and newspaper

articles that adolescents consider interesting help them view reading as a way to learn more about topics that are attractive to them

CONCLUSION AND SUGGESTION

This paper has presented an overview of theoretical issues and research in the area of scanning as a reading skill or strategy for reading academic and Internet texts to show how university students need to be taught scanning to cope with the reading demands and to enhance their learning through effectively scanning vast amounts of texts.

I am still investigating other features that are helpful to improve students scanning skills. One promising direction for future work is to also employ reading skills to other related micro-skills areas such as skimming, predicting etc. It is also interesting to employ a learning methods to boost the accuracy and scalability of the improvement.

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Improving Students' Involvement in Listening through Strategy-Based Instruction

Suyono

ABSTRACT

Strategy-based instruction is believed to be able to improve students' involvement in learning, including learning listening. Unfortunately, the lack concept of the instruction and the less training that the students have causes them still struggling in learning listening. This research report is aimed at investigating the effectiveness of using strategy-based instruction in term of students' involvement and students' comprehension in listening. This is a classroom action research of which the researcher and the teacher worked collaborately in implementing the strategy-based instruction. The research was done in two cycles of which each cycle was realized in three meetings. The data were collected using questionnaire and test. The finding suggests that the strategy-based instruction improve students' learning in term of involvement and comprehension. The involvement in learning listening raised in all aspects of strategies which include cognitive, metacognitive and socio-affective strategies which reaches 30,3%. The improvement in term of involvement also affects the improvement in students' comprehension from the average of 47 in the beginning of the study to 73 or 53% at the end of the.

Key words: Students' involvement, learning strategy, strategy based

INSTRUCTION

Listening is widely viewed as the most difficult skill to approach in foreign language learning (O'Malley, Chamot, & Kuper, 1989; Vandergrift, 2004). Compared to other skills, such as reading or writing, which allow the language learners to have some degree of control over the process, listening only provides little, if any, control with which the learners to intervene. Once they miss part of the aural message while listening, they are very unlikely to return to that missing part without losing more parts of the input. While for the sake of learning, they may ask the teacher to repeat the missing part of the recording in a classroom setting, real life listening such as listening to news from CNN or BBC channels does not allow this control. Therefore, listening is a very complicated process for many learners to engage in.

Some of the difficulties associated with listening which make listening is so complicated are pace and accent of the speakers, text load and level characteristics, learners' insufficiency of language and content knowledge and task and process characteristics (Rubin, 1994; Vogely, 1998). An unfamiliar accent used by the speaker in conjunction with high speech would definitely cause problems with listening. This will be further complicated when the text and task types are beyond the learners' linguistic and real world knowledge. Yet, knowing what to listen for and how is believed to relieve, to a certain degree, the complicated matter of listening. Therefore, training the learners to familiarize themselves with text and task types of listening and some strategies to approach them would be badly needed (Carrier, 2003; Cross, 2009; O'Malley, et al., 1989).

A wide array of strategies in learning a foreign language have been identified, namely cognitive and metacognitive strategies. Cognitive strategies are directly responsible for making sense of the incoming listening input, metacognitive strategies support the cognitive endeavour by planning, monitoring and evaluating the process of attending the inputs (O'Malley, et al., 1989). In addition, socio-effective strategies are other determining factors which indirectly also support the process of sensing the aural input. (Bacon, 1992; Chamot, 2005; Oxford & Crookall, 1989)

There is a doubt whether strategies for listening exist and are thus teachable. Ridgway (2000) is one who argues that strategy is something subtle and people may not realise whether they are applying a particular strategy while listening. Furthermore, he maintains that having the learners aware of what is going on while they are listening to particular aural input would place greater burdens upon the students and is unrealistic; on one hand, they have to extract the meaning of the incoming input and on the other; they have to recognise the label of the strategies they may apply. In addition, Field (1998, 2000) suggests that students' differences in temperament and whether the strategies meet students needs in long term use are other concerns raised to respond the trend of strategy instruction. Chen (2007) and Liu and Goh (2006) also suggest that some students are reported not to receive any benefit from strategy instruction and state that such instruction is useless.

Despite some concerns regarding strategy training in listening, most researchers in listening strategies maintain that strategy can be taught to the learners. The only difference is whether strategy instruction should be taught explicitly or implicitly and whether it should be embedded or at a direct level (Carrier, 2003; Chamot, 2005). In embedded and implicit instruction, the teacher guides the students through a listening activity without letting them know that a particular listening strategy is being put into action. On the other hand, explicit or direct instruction of listening strategy teaches the learners the label of the strategy and how it works. Chamot and Thompson (2005) and Rubin (1996) suggest that explicit instruction of listening strategies is more effective in boosting learners' listening fluency compared to the implicit instruction as it enables learners to transfer such knowledge to other contexts. This article supports the available notion that strategy training may improve students effort in listening particularly in term of their involvement and their listening comprehension.

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METHODOLOGY

This is an action research of which the subject in question got ways of improving their engagement in learning listening through strategy-based instruction. This research was conducted to English Students of STAIN Batusangkar who took Listening 3 in the 2011/2012 academic year. The total number of the students were 101 which were grouped into three classes; group A, B and C. Each class consisted of 32, 35 and 33 respectively. This research focused on one of the classes of which the students' involvement and achievement in listening is considered lower compared to the others. For selecting the focus of the study, the researcher consulted to the lecturer for the averall track record of the students in term of involvement in the previous Listening subjects and their averall score of the subject. In addition, they were also assigned to do pre test so that the past information and the current situation really went together.

This research followed the common model of classroom action research which includes planning, action, monitoring and evaluation, and recycle until sufficient conclusion is drawn (Burns, 1995; Syamsudin & Damajanti, 2006). In planning the

instruction, the researcher designed syllabus and determined what strategies were introduced to the students. Then, a lesson planning for each meetings of which altogether were six lesson plans was designed. For each of the lesson plans, there were some supporting handouts or worksheet for the sake of the lesson.

In implementing the lesson plans, the researcher and the co-lecturer took turn conducting the teaching. In the first three meeting, the teaching was delivered by the researcher. While in the last three meetings, the co-lecturer did it as she was assumed to get to use to do such instruction. Throughout the study, the researcher and the co-lecturer discussed the implementation of the plan and drew some ideas for reflection and improvement of the next meetings.

To collect the data, questionnaire and test were applied. Questionnaire was used to seek information about students involvement in pre, whilst and past listening activities. The questionnaire included information on students' cognitive, metacognitive and socio-affective strategy inventory during the proses. Test was administered to gather information in term of the initial proficiency of the students listening comprehension and how their comprehension might improve after following the series Listening lesson using the SBI. The data from the questionnaire were analised using simple descriptive statistic and compared the result of the quantification from the pre-circled, end of circle 1 and end of circle 2 data to see if improvement took place. Similarly, the data from the tests were also quantified using descriptive statistic and used the result to see whether improvement on Listening comprehension was apparent.

PROCEDURES AND FINDINGS

Involvement in learning may be seen from three different aspects, namely cognitive, meta-cognitive and socio-affect resources. Engagement in cognitive aspect refers to how learners use their cognitive capital to approach particular learning tasks by categorizing, inferencing, organising or contextualizing the the learning input. Engagement using meta-cognitive aspect means the endeavours the learners spend to deal with the learning inputs by planing, monitoring, evaluating and such. Meanwhile, socio-affective engagement involves the investment of feeling and others to help the learners to approach to the learning. While the first two aspects are mostly invisiable, the latter might be feaseble.

Using questionnaire to gather information of the students' engagement in Listening on those three different aspects, this research study revealed that the learners in question had already invested those aspects and the degree of the engagement was increasing due to the introduction of the strategy-Based Instruction.

1. Pre-Circle

To see the initial knowledge and application of those three aspects of learning strategies in Listening, the respondents of this research were assigned to fill the strategy inventory questionnaire (henceforth, SIQ). They were also assigned to follow pre-test. The data from the first SIQ showed that the average students score was 3,3. While for the averall score for each aspect of the students' learning strategy was 3,44 for metacognitive strategy, 3,21 for cognitive startegy and 3,88 for socio-affective strategy. All of those scores were considered medium in term of used and aplication (Oxford, 1989).

In contrast to the strategies inventorily used by the respondent which was considered medium, the students' score in term of listening comprehension at the pre test session was considered low. The score was 47.

2. Circle 1

a. Planning

Learning from the data of the first SIQ of which the students' engagement in Listening was not significantly high, the particular steps should be done to increase their envolvement in Listening. Therefore, the researcher planned particular strategies for teaching how to listen the aural input.

There were 17 strategies which were planned to be introduced throughout the first three meetings. In the first meeting, there were 8 strategies which include setting goal in listening, activating background knowledge, note taking, selective attention, cooperating with peers, paying attention, peers counseling, and clarifying to the proficient listeners. In the second meeting, the students were introduced with making an outline and making summary strategies, while in the third meeting, making prediction, ask question, making inferencing, focus attention and building a big picture strategies were introduced.

Together with the planning of the lesson, the researcher also planned the lesson planned for each meeting which informs the standard competence, core competence, indicatators, lesson objectives, materials, teaching approaches, teaching procedures and assessment policy. Each of the lesson plan was also accompanied by worksheet or handout for the students which contains series of works have to be done during the lesson.

b. Action

1) First Meeting

The first meeting was done on Friday at 14.05 – 15.45 on September 21, 2011. The student were about to learn listening to narative text which was about some one someone called Yusuf Estes who became a Muslim. He told that he was a former Christian Minister but later converted to be a Muslim after having bussines with a man from Egypt. After series of events he experienced and discussion with the man, he eventually left his former religion and turned into Islam.

In order to comprehend the text, the students were introduced to some strategies as stated in the plan and how to apply such strategies while listening to the text. They were taught how to use the strategies before listening to the text, whilst and after listening to the text.

In addition, while applying the strategies, they were given three times to listen to the recording. As suggested by Vandergrift (2004), the first listening was given to allow the learners to oreint themselves with text, the second listening was to very the details of the text, while the third listening was given to alow the students to reconstruct or synthesize the whole information of the recording.

2) Second meeting

In the second meeting which was done on Friday, at 14.05 – 15.45 on September 30, 2011, the students were still learning to listen to the narative text. As the material from the first meeting a bit long for the students to listen to the whole text, it was continued to the second meeting. Therefore, there was no separate worksheet from the first meeting worksheet, except that the details of the infromation was continued.

The procedures for teaching in the second meeting were similar to the first one of which the new two listening strategies; making outline and making summary were

conceptually and practically introduced and the students were also be given three times to listening. After listening to the recording three times, the students were assigned to practice making outline and making summary.

3) Third meeting

In the third meeting which was done on Friday at 14.05-15.45 on October 7, 2011, the students were about to learn listening to monologue descriptive text. The text was about the description of the relationship between gender and kind of job in particular hospital in Sydney. The description is said to be in a table of which gender and kinds of job in are colums and numbers related to the occupation are in rows. The narator also provides the comparison of those male and female differences and give conclusion of the table.

As particular text may be approached differently to others, in this meeting the students were introduced to seven new listening strategies which were mostly appropriate to the descriptive texts. The strategies included making prediction, ask question, making inferences, focus attention, building big picture and bilding imagery. In addition, the students were also told to apply the relevant already-taught strategies from the previous weeks.

Moreover, the procedures for listening to the text remained similar to the prevoius weeks. The students were help to familiarize the the fore going text in the pre-listening session, and were given three times to listen to the recording so that they could orient, verify and reconstructing the text in the whilst listening activity and doing evaluation by making summary in the post listening activity.

c. Monitoring

While implementing the SBI throughout the first to the third meeting, the researcher and the co-lecturer did monitoring the process. Some ways which were done to monitor the process include walking around to see if the students wrote something on the worksheet to indicate the application of the taught strategies, observing peer discussion if they were told to do so, reading the students' facial expression if they were understood with the explained and applied strategies and so.

From the monitoring process throughout the first three meetings, it was found that some students were eagerly applied almost the whole process of the instruction. It was proven by the filling of their worksheet of which it might reflect their engagement in the learning. However, some students showed otherwise.

d. Evaluation

Having implemented the SBI in the first circle, the researcher administered SIQ for the second time which was done in the last 20 minute of the third meeting. The aim of this queationnaire was to see how the studens make use of the afore taught strategies and to see if improvement in term of metacognitive, cognitive and socio-afftective strategies might take place.

The data from the second SIQ revealed that the averall score for strategy invesment was 3,8. This score was considered high based on the band score criteria as suggested by Oxford (1989). For the individual aspect of the strategy, it was shown that meta conitive strategy was 3,9, cognitive and socio-affective strategy were 3,62 and 3,98 respectively. These individual scores were also considered high. Compared to the first SIQ data of which the averall score was 3,3 and the individual score was 3.44, 3.21, and 3.38 for meta cognitive, cognitive and socio-affective strategies respectively, there was an improvement of the startegic investment spent by the students in listening. There was an average increase of 14,3 % for the whole strategy engagement. While for the

average increase of the individual aspect of strategic investment was 13,7% for meta cognitive strategy, 12, 8% for cognitive strategy and 17,8 for socio-affective strategy.

Apart from those improvement in term of strategy engagement gained from the SIQ data, the researcher found that some students still had difficulties in appliying some strategies. It was shown from their worksheets of which some points were still blank. In addition, time alocation for completing the worksheet was another issue. Therefore, these problem were addressed in the second circle.

3. Circle 2.

a. Plan

Planning for the second round of the study was focused on two aspect, namely, keep implementing the already taught strategies and introducing new strategies to the students. In implementing the already-taught strategies, it was planned that the students got fair opportunity in using them particularly those that are used in pre-listening activities. Meanwhile, for the new strategies which include making prediction, making use of context, checking dictionnaire, structured reviewing, building confidence and making positive impact were only planned on the fourth and five meetings, while on the last meeting was not used to introduced any new strategies. Instead, it was planned to allow students to get practice on applying the whole strategies. In addition, one more meeting was to administered post test, filling the last questionnaire and writing a think aloud protocol.

b. Action

1. Fourth meeting

This meeting was conducted on Friday, 14 October 2011 at 14.05 – 15.45 pm. The listening input was about another descriptive text which describes the population growth of Australia since the beginning of twentieth century. The description which was told to be the line chart showed that there had been three periods of population development, namely, the first forty years of the century of which the growth was steadily increase, the rapid increase since the end of second world war till 1980s and the level off increase of the last decade of the century. Meanwhile, for the new strategies which were introduced in the meeting were, making prediction and making use of context.

Similar to the previous meeting of this study, the process of intruction was conducted into three consequtive listening activities; pre, whilst and listening activities. In the pre-listening activities, the students were allowed to implement setting goal, activating background knowledge, making prediction and asking question about the text in the whorkseet. They were also allowed to do those tasks whether with their peers or individual.

While in whilst listening activities, the students were given the opportunity to listen to the recording three times; first listening for text orientation, second listening for confirmation and third listening for reconstructing the general and specific ideas of the recording. This activities were done to allow the students to apply those already taught strategies which suit to be used to deal with the tasks. In addition, special attention of the application of the two new strategies were given in this stage. Finally, in the post listening activities, the students were assigned to make an outline of the recording and followed by making summary.

2. Second meeting

This meeting was done on Friday 21 October 2011 at 14.05 to 15.45. The listening material for this meeting was a report text. This text, which was taken from the VOA Special English Program, was about the health report. The narator of the report said that laughter could reduce mental stress which in turn it could reduce the risk of heart attack. Using the result of a research study as the basis of the report, she said that the effect of laughter was similar to the effect of excercise. However, the researcher did not suggest to replace excercise with laughter. Rather, he suggested that one should spend at least 15 minutes per day with laughter to avoid mental stress.

Meanwhile for the new strategies, they were three strategies; building confidence, making positive impact and checking dictionnaire. Those three strategies were introduced mainly for resolving the common problems which use to appear in listening namely, affective factors of which the students had negative feeling of the listening input. By introducing those strategies, they might overcome such affective barriers. In addition, looking at dictionary for overcoming lexical problem while listening to the text was also introduced. Using those two particular problem solving strategies, it was expected that the students had enough strategies to deal with any tasks in listening..

While for the instruction process, it was done as the previous meeting of this study. There was three consequtive listening activities; pre, whilst and listening activities. In the pre-listening activities, the students were allowed to implement setting goal, activating background knowledge, making prediction and asking question about the text in the whorkseet. They were also allowed to do those tasks whether with their peers or individual.

In whilst listening activities, the students were given the opportunity to listen to the recording three times; first listening for text orientation, second listening for confirmation and third listening for reconstructing the general and specific ideas of the recording. This activities were done to allow the students to apply those already taught strategies which suit to be used to deal with the tasks. In addition, special attention of the application of the two new strategies were given in this stage. Finally, in the post listening activities, the students were assigned to make an outline of the recording and followed by making summary.

3. Third meeting

The last meeting of this study was done on Friday 28 October 2011. The listening input assigned for this meeting still about a health report taken from the same source of the second meeting. This time of the report was about the use of drug treatment to fight against breast cancer. The report from particular research study revealed that if breast cancerists were treated properly using particular drug, the cancer might be cured and the risk of the cancerists from coming back were also low. The report also mentioned other two ways of avoiding the cancer from coming back, namely low diet menu and phisical movement.

There was no new strategies were introduced in this meeting. Rather, the practice of the application of the whole strategies in dealing with listening input.

Instruction was conducted as it was which include three consequtive listening activities; pre, whilst and listening activities. In the pre-listening activities, the students were allowed to implement setting goal, activating background knowledge, making prediction and asking question about the text in the whorkseet. They were also allowed to do those tasks whether with their peers or individual.

In whilst listening activities, the students were given the opportunity to listen to the recording three times; first listening for text orientation, second listening for confirmation and third listening for reconstructing the general and specific ideas of the recording. This activities were done to allow the students to apply those already taught strategies which suit to be used to deal with the tasks. In addition, special attention of the application of the two new strategies were given in this stage. Finally, in the post listening activities, the students were assigned to make an outline of the recording and followed by making summary.

c. Monitoring

Throughout the second circle the researcher and the co-lecturer also did the monitoring the process. As it was done in the previous circle, the similar ways were done to monitor the process, namely, walking around to see if the students wrote something on the worksheet to indicate the application of the taught strategies, observing peer discussion if they were told to do so, reading the students' facial expression if they were understood with the explained and applied strategies and so.

From the monitoring process throughout the second three meetings, it was found that more and more students were eagerly applied almost the whole process of the instruction. It was proven by the filling of their worksheet of which it reflecedt their engagement in the learning. However, the researcher also still found that some students showed otherwise. Yet, the number of students who seemed confused to apply the strategies were relatively small, particularly in part of the whorksheet which showed details information of the recording.

d. Evaluation

Upon completing the SBI in the first second circle, the researcher administered post test, another SIQ, and think aloud technique of data gathering. Those three data gathering were done one week from the last meeting, exactly on Friday the 4th November, 2011 at usual time , 14.05 tp 15.45. The test was administered to see whether improvement in term of students' listening comprehension was taken place and the queationnaire was aimed to see if the studens make use of the already taught strategies and to see if improvement in term of metacognitive, cognitive and socio-afftective strategies might also appear. Meanwhile, the think aloud technique was assigned to see how students might reflect the whole process in their own words.

The data from the post test using the similar test items from the pretest reveled that there was improvement in term of students mean score of the test. The result of the pre test mean score was 47, while the post test mean score was 73. The figures suggest that there was an increase in term of students score of which the increase reached 53 %.

Meanwhile, for the SIQ data from the pre-circle, the end of circle 1 and the end of circle 2 were presented in the following table.

Table 1. The Average Increase of SIQ Data

AVERAGE INCREASE OF THE SIQ DATA

NO	STRATEGY ENGAGEMENT	CIRCLE			INCREASE IN %		
		PRE	END 1	END 2	PRE - END 1	END 1 - END 2	PRE - END 2
1	WHOLE	3,3	3,8	4,3	15,2	13,2	30,3

	STRATEGIES						
2	META COGNITIVE	3,44	3,91	4,44	13,7	13,6	29,1
3	COGNITIVE	3,21	3,62	4,12	12,8	13,8	28,3
4	SOCIO-AFFECTIVE	3,38	3,98	4,2	17,8	5,5	24,3

The data revealed that the averall score for strategy invesment was 4.3. This score was considered high based on the band score criteria as suggested by Oxford (1989). For the individual aspect of the strategy, it was shown that meta cognitive strategy was 4.43, cognitive and socio-affective strategy was 4.12 and 4.2 respectively. These individual scores were also considered high.

Compared to the second SIQ data of which the averall score was 3.8 and the individual score was 3.91, 3.68, and 3.98 for meta cognitive, cognitive and socio-affective strategies respectively, there was an improvement of the startegic investment spent by the students in listening. There was an average increase of 13.2 % for the whole strategy engagement. While for the average increase of the individual aspect of strategic investment was 13.6% for meta cognitive strategy, 13.8% for cognitive strategy and 5.5 for socio-affective strategy (*see also appendix 13).*

The data also suggest the overal increase in term of strategy engagement from the first meeting to last meeting of the second circle. The averall increase of the strategy involvement was 30.3%. While for the individual strategy category, the increase of meta-cognitive strategy was 29.1%, cognitive strategy was 28.3% and the socio-affective strategy was 24.3%.

DISCUSSION

The result of the study suggests that in the initial phase of the treatment, the students had already applied some strategy in listening. It was proven by the average scores of their SIQ data which revealed that their strategy implementation in listening was in the medium level. By introducing the SBI, the level of the students' strategic investment in listening increases up to 30 percent; increasing to high level. The increase include all aspects of the strategy; metacogitive, cognitive and socio-affective strategy. Although the average score of the individual aspects vary, the increase was steadily applied to all of those aspect.

In addition, the study also indicates that the students' familiarity of the terms were shown improved. The think aloud protocol which reveals students' understanding of particular strategies in listening was elaquontly elaboration. They can tell their process of listening using the already taught strategies and provide reflection on what aspects and parts of listening they did well and least successful.

The study also reveals that the increase in strategy engagement is also followed by the increase in students' score in comprehension. The increase of average score even greater than the average score of their strategy engagement. Although many aspects of learning may contribute to the increase of students' comprehension, the contribution of strategy engagement is inevitably remarkable.

This finding confirms the available array of literature that SBI may improve the quality of learning in many different contexts. Vandergrif (2004) suggest that using metacognitive strategy, the average score of the high school students in listening comprehension was higher as due to the implementation of the metacognitive strategy.

Liu and Goh (2006) also indicate that students' improvement in listening were also raised due to the implementation of strategy instruction in Singapore. Finally, this study supports the learning principle suggested by Brown that "succesful mastery of the second language will be due to a large extent to a learner's own personal investment of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language" (p.69).

CONCLUSION

Learning from the findings of the study, it can be concluded that Strategy Based Instruction can increase the students' engagement in listening. The overal increase of the strategy engagement throughout this study was 30.3%. While for the individual strategy category, the increase of meta-cognitive strategy was 29.1%, cognitive strategy was 28.3% and the socio-affective strategy was 24.3%.

In addition, the increase in not only on the strategy involvement, but also improvement in term of students' comprehension of the listening input. The increase of student' mean score from 4.7 in the to pre test up to 7.3 in the post test. This score indicate that the increase in students' achievement was around 53%. It suggests that that the increase in strategy involvement coincides with the increase in students' achievement.

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READING ASSESSMENTS OF HIGHER EDUCATION STUDENTS IN ENGLISH PROGRAM IAIN PADANGSIDIMPUAN

Eka Sustri Harida
IAIN Padangsidimpuan, North Sumatera
(esha_stainpasid@yahoo.com)

ABSTRACT

This study is to explore the assessment used in reading comprehension in English Pogram IAIN Padangsidimpuan; it was to find whether it is different result by using multiple choice test and essay test in assessing students' reading comprehension or not. Third year students of English Department in Faculty of Tarbiyah and Teacher Training in 2014/2015 academic year used as the participant of this research. Most students in IAIN Padangsidimpuan felt that essay test is better for them to assess reading comprehension rather than multiple choice test, and in findings of this study also found that their ability in reading comprehension is higher by using essay test rather than multiple choice test. In other ways, from the statistical analysis by using SPSS 17.0 that there is no significance differences between students' reading comprehension by using multiple choice test and essay test. although, it was found different result by using test and interviews, it doesnot give the significant differences in teaching reading comprehension. By the result of this studying, it is suggested to the lecturers in universities or colleges to use various kinds of reading assessment to assess students' reding comprehension in order to assess a different kinds of students' style and comprehension.

Key Words: Reading Assessment, higher education, reading comprehension.

INTRODUCTION

Reading is a receptive skills; which is the readers receive the information from the text then process in their mind to get the meanings. The readers take the information from the written text. When taking the information from the texts, they do the interpretation and communication. To do it, the readers do comprehension. To help students comprehend the text, the lecturers should choice suitable method and strategies. Beside, they must also get the suitable assessment to take whether they can get the information well from the text or not. So, the lecturers must be able to make the readers are able to comprehend English texts well.

When the readers read texts, they try to get information from the writers. They try to get the messages written by the writers. The readers of the higher education students actually should be able to read and comprehend English text well, because they have learned English for more than nine years. In fact, the higher education still got difficulties in understanding English texts. It is based on their habits in reading; they don't have good habit in reading; when they asked about their habitual in reading, many of them said that they read English book rarely in their daily activities. Moreover, when they asked to read English texts, their face will be looked unlikely. Inability to get

information from English texts make the students unable to comprehend English texts, that is needed to be solved by the lecturers in teaching and learning reading process.

Further, reading comprehension is the ability to interprete the meaning from what it is being read. It is one subject being taught in this higher education which is being submitted to three semester from the third up to fifth semester; by doing this it hopefully will help the students can be better in reading comprehension. Comprehension is done by the students by interpreting the texts given. In undertstanding text, the readers communicate or interact with the writers through the writings. Taking ideas from what is written is really needed to comprehend English text.

Understanding the texts can be done by using various reading strategies, in fact the students are rare to use various reading strategies. this makes they also unable to understand English well. Relate to this, the lecturer must teach the students using reading strategies actively in order to make them able to comprehend English text well. The students still unable to comprehend English texts well because the appropriate reading strategies did not apply yet to the students' reading.

Beside using reading strategies, using or making an appropriate reading assessments is also needed. Assessment is done to collect the data about students' reading comprehension. Right assessment will help the students' achievement evaluated well. Moreover, low ability of the students in reading comprehension also can be caused of inappropriate assessment used. The assessment can be formative and summative assessment. Formative assessment is done in evaluationg all of learning process of reading comprehension, whereas summative assessment is usually done at the end of semesterter to evaluate students' achievement of the reading material in one semester. The information is given by Catherine Garrison & Michael Ehringhaus (2014). In doing reading assessment, it can be done by using performance test, reading tasks, and others.

The issues of reading assessment is interested to be known, whether the assessment of reading comprehension by using multiple choice and essay test correlated significances to students' reading comprehension. It will be usefull for determining the correct assessment given to the students in reading comprehension.

Talking about reading, it is a receptive skills in which the readers try to get information from the text; and the key of reading is comprehension. Related to reading comprehension, Joanne and Turkington (2001) state that "reading comprehension—that is, understanding what has been read—is of great importance in third grade, as students become more adept at understanding stories in general". In addition, reading comprehension is also considered to be a higher-order mental process that involves putting together a whole series of skills, including summarizing, predicting, sequencing, and drawing conclusions (Joanne and Turkington, 2001).

Further, Kerlinger et.al (2007) stated that reading comprehension is related to the constructing meaning process done by coordinating a number complex processess which is include word reading, word and world knowledge, and fluency. Kerlinger et.al. (2007) add that "reading comprehension involves much more than readers' responses to text. reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy uses) as well as variables related to the text itself (interest in text, understanding of text types)".

Based on the explanation above, it can be concluded that reading comprehension is related to the process of deep understanding in constructing meaning using higher order mental process to know the information from the text.

To know students' reading comprehension, it needs assessment. Assessment, recording and reporting are key issues that relate to all areas of teaching, learning and development within higher education (Nicholls, 2002). Assessment deals with measuring the performance of the students and also with the progress that they make (Harris & McCann, 1994). Supporting this opinion, Farbrain and Wich (2011) stated that assessment has several forms and is needed for a variety of purposes within teaching and learning; it provides information on individual student progress, helps academic tutors to address areas of weakness, and gives both tutor and student information about their academic progress. Assessing students' work is not a new venture, but within the past five years greater emphasis has been placed on alternative ways of assessing students in higher education, both formally through standardised university examinations and informally through tutor assessment. Recording and reporting are related to record and giving the report of students' result after giving the assessment of the students' reading comprehension. Record keeping is a key feature of teaching and assessment, then reporting is to give information to students' themselves and others. So, it can be said that assessment, recording, and reporting are needed in Engliah language teaching and learning to know the students' progress in teaching and learning process; the results of assessment may be used for judgemental and for developmental purposes.

Furthermore, Higher education (HE) means here is the university or colleges students. According to Trani & Holsworth (2010) Higher Education is in the midst of a major transformation that is fundamentally redefining the relationship of colleges and universities to the broader community. This transformation is occurring at every level of higher education, from community colleges, to comprehensive undergraduate schools, to research-intensive doctoral universities. It means that HE here means the university or colleges or doctoral students with theor relationships.

Establishing reasons why students or highers education (HE) need to be assessed requires an understanding of the purposes of assessment. The general purposes in relation to teaching and learning and student development may be summarised in the following ways (Franbrain & Wich, 2011):

- Provide feedback to improve learning.
- Motivate individuals.
- Diagnose strengths and weaknesses.
- Help develop skills of self-assessment.
- Provide a profile of what has been learned or developed.
- Pass or fail individuals.
- Licence to proceed.
- Licence to practice.
- Predict success in future employment.

The above list can be divided into two main purposes; one relates to feedback and the other relates to accreditation and accountability. The first is intended to improve the quality of teaching and learning through reflection and reflective practice. Students engage in the problems and discourses of their disciplines and are given encouragement, response and feedback on what they do, as appropriate, with a view to the becoming more independent, critical and reflective thinkers. With these purposes, the teachers will know what is needed to do to their students after each learning process.

Assessment may also be held for other purposes, some of which are listed below:

- To illustrate the meaning of learning outcomes and aims.
- To provide feedback to students.
- To provide feedback to academics.
- To compare one student's score with scores obtained by other students; this is often part of a selection process.
- To compare one student's score in a test with his or her score in a
- different test.
- To compare a student's score with a set of norms.To compare a student's score with other aspects of assessment.

(Nicholls, 2002)

Some of these reasons have been discussed in relation to formative and summative assessment.

Moreover, assessing reading comprehension to measure students' understanding about the test. Harrison and Salinger (1998) said that reading assessment means how to knowing what happens when the students read. Further, reading comprehension measures help the teachers monitor the comprehension of the students over time and provide the information that is useful in designing reading comprehension intervention programs (Kerlinger, et al., 2007). In addition they also said that reading comprehension assessment has purposes, they are 1) to compare students' comprehension levels to those students in a norming sample, 2) to find out if the students have got the criteria of their level, and 3) to informal instruction by determining when the students understand what they read and how effficiently they use which comprehension strategies (Kerlinger, et al., 2007). So, it can be concluded that reading comprehension assessment is used for determining the students' understanding in reading texts.

Further, assessment is a measurement, and as such requires instruments and tools that reflect the nature and context of the learning that is being assessed. Hence the measuring instrument(s) employed and the frequency of application will be partially determined by the reason(s) why assessment is being undertaken. Assessment (whether it is in a multiple-choice format, open-ended, open-book essay type, practical or observational) is only one kind of assessment procedure (Nicholls, 2002). The main types of assessment used in higher education based on Nicholls (2002) which is in the objective assessment are alternative assessment (true – false or Yes – No), multiple choice test and matching (essay, short answer, structures, open book, project work, comprehension, students' self assessment, practical, direct assessment, oral),

In this case, the writer focused on using two assessment; they are multiple choice test and essay test. Nicholls (2002) compared these two kinds of assessment tools as follows:

Table 1: Two Kinds of Assessment

Multiple choice Essay	***Essay Test***
Permits guessing	Permits bluffing
Much time devoted to setting	Much time devoted to marking
Machine marked	Subject specialist marked
Student not allowed to express	Student encouraged to express his or him or herself herself

Good for factual knowledge Can test high cognitive skills Large field of knowledge covered Answers generally only right or wrong	Poor for factual knowledge Can test high cognitive skills Small field of knowledge covered by a by many questions few questions Marker can comment on student's reasoning

Multiple-choice assessment is an attractive alternative for those looking for a faster way of assessing student learning, but there are drawbacks. Multiple-choice papers need time invested in their construction and preparation, plus the questions have to be both challenging and assessing of deep learning and higher cognitive thinking. Multiple-choice assessment is useful for summative purposes, and can give clear directions for future planning and teaching. To design a multiple-choice paper requires a framework for development and an understanding of the terminology associated with such assessment. Whereas, essay essays can be a valuable way to assess active learning. In essay questions, the student is allowed to select and organise material in the way which seems to be important to him or her, and no single answer may be said to be 'right' or 'wrong'. However, attached to essay-based assessment are the problems associated with marking. Often a choice of questions is offered in essay questions, and this can lead to a low-test reliability. Also, statistical corrections to marks cannot be done. (When a choice is offered, students are actually answering a number of different examination papers, not merely a single one.)

To assess reading comprehension, the teachers needed to know what the information needed to the students when they are reading. Klingger, et al., (2007) stated that in reading, there are many things to be measured related to the text genre. For example in descriptive text measures the information about setting, characters, sequence, and plots of the study; in expository text asks about main idea and supporting details; the others are about finding the informatin given in the text, explore vocabularies, and others.

This study was guided by some research questions: (1) What kinds of reading assessment are usually used by the lecturer in assessing students at the third year of English Department Tarbiyah an Teacher Training Faculty (FTIK) of IAIN Padangsidimpuan? (2) Which reading assessment are the students like in assessing their reading comprehension at the third year of English Department Tarbiyah in Teacher Training Faculty (FTIK) of IAIN Padangsidimpuan? (3) Which one is the better one in assessing students' reading comprehension at the third year of English Department Tarbiyah in Teacher Training Faculty (FTIK) of IAIN Padangsidimpuan? (4) Is there the significant different result in assessing students' reading comprehension by using multiple choice and essay test?

METHODOLOGY

Due to the limited time available, for this present study, the writer focused on investigating students' reading comprehension assessments for university students, it was for the third English Department students FTIK IAIN Padangsidimpan on 2014. This study used mixed-method; first in qualitative approach then combined by quantitative approach. It was done to know the reading assessment used by the lecturer and then to find the further information about the reading comprehension test that is

interested for most of the students, and it is also to know the correlation between reading assessment and the students' reading comprehension.

Further, the population of this study were 105 HE students from the third year of English Education Program in FTIK IAIN Padangsidimpuan. The sample of this study was 32 students from English Program; taken from the first room, the cleverest students from all population. Most of them (81%) received A – B letter grade in exams as seen in the table below :

Gender	
Female	6.25%
Male	93.25%
Letter of grade in final exams	
A	25%
B	56.25%
C	18.75%

Further, the instrument of this study was reading tests; it was two kinds of reading test, they are multiple choice test and essay test. The indicators of reading test are finding main ideas, finding information from the text, finding topic and supporting sentences, finding concluding sentences, identifying author's purposes, and identifying fact and opinions.

Then, some students were interviewed to explore their mostly like about reading comprehension tests. The data analyzed through SPSS 17.0 (*Statistical* Package for the Social Sciences). Then, it did the interpretation for what being got. The analysis of the data was done to answer the research questions.

FINDINGS AND DISCUSSION

From the data found that the lecturer of reading comprehension of the third year students of English Department FTIK IAIN Padangsidimpuan has used various kinds of reading assessments, as essay test, multiple choice test, true and false, match, and others. From the answer of the students, the most common assessment used in assessing reading comprehension are essay test and multiple choice test. The students stated that the lecturer often used essay test to test their reading comprehension; besides the lecturer also used multiple choice test. They said that in multiple choice test the lecturer asked many kinds of materials with 20 – 25 items test, whereas in essay test the lecturer just gave 5 – 10 items of test; so that they liked to choose essay test than multiple choice.

Moreover, based on the result of students' interviews it is shown that they are mostly like the essay test than multiple choice test. They gave the reasons as follows:

1) It is easy to be answered;
2) They are free to write based on their own understanding from the text given;
3) They have been free to give the answer without confusing to choose one from four or five choices;
4) Too many materials needed to be remembered;
5) There are some distruction of choices in multiple choice test, so that they are confuse to choose the answer;
6) Not enough time to finish the test, so it is chosen randomly without thinking about the answer.

Furthermore, it is found that more than 50% students liked to be assessed by essay test. From 32 students that is decided as sample in this research, 25 students said that they like essay test than multiple choice; while 4 students said that they liked multiple choice test and 3 students said that they liked both kinds of the test. The calculation of the students' answer can be shown in the table below:

Table 2: The Calculation of Students' Answers in Kinds of Test

Students	Kinds of Assessment	Total	Percentage
St.2, St.7, St.30 and St. 31	Multiple Choice	4 students	12.5%
St.1, St.3, St.5, St.6, St.8, St.9, St.10, St.11, St.12, St.13, St.14, St. 15, St.16, St.17, St. 18, St.19, St.20, St.21, St.23, St. 25, St.26, St.27, St.28, St.29 and St. 32,	Essay Test	25 students	78.12%
St. 4, St. 22, and St.24	Multiple Choice and Essay Test	3 students	9.38%
TOTAL		32 students	100%

St. = student

From table above, it is known that almost 80% students from the sample liked essay test than multiple choice test in testing their reading comprehension in English Department of FTIK IAIN Padangsidimpuan. It is known that essay test is more authentic than multiple choice test. Authentic assessment is the assessment that assess students' ability on something of their performance; its aimed to see the real situations of the students for their learning process not just only based on their last evaluation. Thus, it can be stated that authentic assessment is the assessment that assess students based on their performance.

Based on Baron, 1991; Horvath, 1991; Jones, 1994) in Nitko (2001) there are four features to craft authentic assessment:

1. Emphasize Application: Assess whether a student can *use* his knowledge in addition to assessing what the student *knows*.
2. Focus on Direct Assessment: Assess the stated learning target directly as contrasted with indirect assessment.
3. Use Realistic Problems: Frame the task in a highly realistic way so that the students can recognize them as a part of everyday life.
4. Encourage open-ended thinking: Frame the tasks to encourage more than correct answer, more than one way expressing the answer, groups of students working together, and taking a relatively long time to complete (e.g. several days, weeks, and months).

Related to the ideas given above, this finding shown that the students like to be assessed based on their performance directly. They liked to be tested by using their

thinking directly as stated by Nitko above. Thus, it can be said that the lecturer has used authentic assessment in reading assessment.

Furthermore, based on testing students' reading comprehension, it has known that got better result by using essay test than multiple choice test. It has been known from the result of the students' reading comprehension as seen in the following table :

Table 3: The Result of Students' Reading Comprehension

Essay Test				Multiple Choice Test			
Grade	**ScoreRange***	**Total**	**Percentage**	**Grade**	**ScoreRange***	**Total**	**Percentage**
A	80 – 100	19	59.4%	**A**	80 – 100	12	37.5%
B	70 – 79	11	34.4%	**B**	70 – 79	12	37.5%
C	60 – 69	2	6.3 %	**C**	60 – 69	7	21.2%
D	50 - 59	0	-	**D**	50 - 59	1	3.1%
Total		32	100%	Total		32	100%

*Score range in IAIN Padangsidimpuan

Based on the result above, it is known that the students' reading comprehension by using essay test is better than multiple choice test. As seen that by using essay test almost 60% students got A (80 – 100), and 34.4% students got B. It is also seen that only 2 students got score C (60 – 69), it is about 6 %. It is different result by assessing the students' reading comprehension with multiple choice test. From 32 students, 12 students got A (37.5%) and 12 students got B (37.5%). From the table it is also shown that there are 7 students got C (60 – 69) and 1 student got D (50 – 59). From the result of the students' score in reading comprehension, it is known that the students' reading comprehension is better by using essay test than multiple choice test.

Then, to answer the last question; it is about the significant different result in assessing students' reading comprehension by using multiple choice and essay test; it is used statistical by using SPSS 17.

Test of Homogeneity of Variances

kindstest

Levene Statistic	df1	df2	Sig.
.125	1	62	.725

From the SPSS result, it can be seen that the significance of Lavene is 0.725, it is > than 0,05. By understanding the result of the Lavene test, if the result of significance Lavene > 0.05, it means that the data from the result of the students' reading comprehension by using essay test and multiple choice test is rather same, or homogen. Thus, it can be stated that there is no different result between the students' reading comprehension by using two kinds of test, essay test or even multiple choice test.

Further, to know more about the significance of the relationship of the two kinds of test can be seen in the following SPSS result:

ANOVA

kindstest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	594.141	1	594.141	7.305	.009
Within Groups	5042.969	62	81.338		
Total	5637.109	63			

From the result, it is known that the significance level is 0.009 < 0.05; it means that the students' result by using essay test and multiple choice test. It can be stated that using essay test and multiple choice test didnot have the influence in students' reading comprehension of the third year students of English Department FTIK IAIN Padangsidimpuan.

It is known that although the students said that they liked to be tested by using essay test, the result proved that the result of the students' reading comprehension didnot have significance differences by using essay or multiple choice test. The important in assessing students' reading comprehension is assessing them based on the needs, and the lecturers or teachers must use varios reading assessment to make the students' reading comprehension can be assessed well. Using various techniqes in assessing students will be good to avoid students' boringness in doing the test. Another kinds of reading assessment can also be introduced to the students.

CONCLUSION

Based on the findings, it is known that reading assessment of Higer Education students in IAIN Padangsidimpuan are mostly essay test and multiple choice test. From two kinds of the test, the students are interested to choose essay test than multiple choice test based on some reasons. Then, from the result of reading comprehension test it is known that the students' reading comprehension is better by using essay test rather than multiple choice test, almost 60% students got range A by using essay test, and 37.5% got range A by using multiple choice test. Further, to know the differences of using both kind of test, it was analyzed by using SPSS 17, and from the result it is known that there is no significance differences of using reading assessment to examine students' reading comprehension by using essay or multiple choice test; it is seen from the result of the Lavene and Anova test. Moreover, it is suggested to the lecturers or teachers to use various kinds of reading assessment in order to assess higher education students' reading comprehension based on different kinds of students' style and comprehension.

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EDUCATION IN FINLAND, THE INSPIRATION FOR IMPROVING THE QUALITY AND PROFESIONALISM OF TEACHERS

Darmawati
University of Muhammadiyah Sumatera Utara
darma_wati65@yahoo.com

Indonesia had sent thousands of teachers and professors when the quality of our education is better to Malaysia. The result may be seen from the Malaysian educational progress today but ironic at the moment we experience deterioration in quality and professionalism of teachers. Government and we have been and continue to strive to improve the quality and professionalism. Many methods and ways that can be used to push the advancement and improvement of quality, either by imitating (benchmark), which has been emulate the success. Finland as a successful country which currently has the world's number one quality education, owns and implemented many ways and different educational management with us. Such differences can inspire us all in our efforts to advance the management of education in realizing educators (teachers) are professionals, so we can re- send our teachers enter the global market.

Keywords : Teacher Professionalism, Education Finland, Quality of education

INTRODUCTION

The Minister of National Education of Indonesia in 1968-1974 chaired by Saleh Mashuri managed to send thousands of teachers and lecturers to Malaysia. This can happen because they quality of education in Indonesia, especially in the field of exact sciences is far superior compared to Malaysia. Indonesia in the era have been able to export the professional teacher of teachers, so as to deliver Malaysia's entry into the country of residence group of countries that the quality of education recognized worldwide. Today many educational institutions Malaysia ogled and desired by people from various countries including Indonesia because it is considered good.

While Indonesia is currently the general quality of education we are quite concerned this can be seen from the published ratings of various institutions of the world. Based on data from the Education For All Global Monitoring Report 2011 issued by UNESCO (1/3/2011), educational development index (EDI) Indonesia is in 69th position out of 127 countries in the world. Then (Kompas.com Tuesday, November 27, 2012) ran an article titled "Indonesian education system is the lowest in the world" revealed by data published by Pearson Education survey organizations, that the Indonesian education system are bottom along with Mexico and Brazil. The first and second place is occupied Finland and South Korea

Government certainly has tried to catch up and continue to improve, but we need to learn from countries that have had the education system with quality that is recognized by the international community as submitted Mahathir Muhammad " if you want to learn something, learn from them that success is not from those who fail ", and " Seek knowledge even if till to China " (Hadith).

QUALITY EDUCATION FINLAND

Finland, a country on the edge of Europe turned out to be the country with the best education system in the world. The quality of education in the country with the capital Helsinki, it is extraordinary that is the envy of many teachers around the world. Over the last few years, Finland surprising many countries in the world because the children there get the highest ratings worldwide in the field of science. In addition, the ability to read Finnish children are also much higher when compared with children in other European regions In fact, if seen, the pattern of education there is done in a relaxed and far from being rigid formalistic. Contrary to Indonesia.

The world number one is obtained by Finland is based on the results of a comprehensive international survey by the Organization for Economic Cooperation and Development (OECD). The test is known as PISA, measures the ability of students in Science, Reading, and Mathematics. Remarkably, Finland not only excel academically but also excelled in the education of children mentally weak. In summary, Finland managed to make all the intelligent students. How management education in Finland to become the country as the best education in?

EDUCATION MANAGEMENT FINLAND

Teachers in Finland

Teachers in Finland must undergo rigorous screening. Only those who have a master's degree and are the best people in the university alone can be a teacher in Finland. Best secondary school graduates usually just sign up for admission in schools of education, and only 1 of 7 applicants can be accepted. Therefore, a job as a teacher is respectable and prestigious work there, as well as becoming a lawyer or a doctor. The country was so appreciate the work as a teacher.

With these qualifications and competencies they are free to use any class method they like, which they design their own curriculum and textbooks of their own choice. If other countries believe that the testing and evaluation for students is a very important part for education quality, they seem to believe that the examinations and tests that destroyed the student learning objectives. Too much testing makes teachers tend to teach students just to pass the test, said a teacher in Finland. Though many aspects of education that cannot be measured by the test. At the age of 18 years students take a test to determine their qualifications in colleges and two- thirds of graduates go on to college .

Teachers do not teach by lecture method. School atmosphere is very relaxed and flexible. Too many comments will only produce distress and learning becomes fun. Students who later supported intensively by both teachers and other students. It also makes Finland a success. Based on the findings PISA, schools in Finland is very little difference between the students who are doing well and the bad.

The teachers are very avoid criticism of their students' work. According to them, if we say "You are wrong" on students, then it will make students shy. And if they shy then this will hamper them in learning. Each student is allowed to their mistake. They only asked to compare their results with the previous value, and not with other students. So no ranking system. Each students are expected to be proud of each him. Ranking only make teachers focus on a handful of specific students who are considered the best in its class.

Increased Professionalism Teachers

Teachers are at the forefront of the education that takes place in the classroom. Along with advances in technology and the development of knowledge, the professionalism of teachers must be improved. Various programs carried out to improve the professionalism of teachers in Finland. One of the programs carried out by FLTC (Finnish Learning and Teaching Council) is Teaching Preparations Programs (TPPs) intended for teachers. This program has been installed in 39 universities. However, each province has its own program and ways to improve the professionalism of teachers.

Teacher Organization

Organization for teachers in Finland called The Finnish Teacher Education Association (FTEA). FTEA mission is to promote:

a) Pre-service and continuing education for all teachers in all forms and contexts;
b) Teacher education as central to the nation's education;
c) Research for teacher education as a core.

Some key strategies undertaken to achieve the goal or the mission is:

a) Encourage the improvement of initial teacher education;
b) Engaging in national advocacy for teacher education;
c) Promoting and supporting the teaching profession;
d) Establish a strong link with individuals and organizations involved in educational change;
e) Improving the nature, quality and availability of professional development for teacher education.
f) Teachers are encouraged to have knowledge about how to manage the learning to the learners can receive the material being taught. To achieve these objectives required a variety of learning process, to understand the difficulties of learners in learning and how to overcome and avoid misconceptions.

The curriculum in Finland

Primary education lasts for 9 years. However, the state does not enforce separation between primary and secondary education, so that students do not have to change school at the age of 13 years. This policy is they do to avoid a transition that needs to be experienced by the students, who are believed to interfere with their education. During the first six years, children are not required to master a lesson or be smart in a field. That period is a critical time for them to learn anything and discover for themselves what they want to do for the future.

Students are not encouraged to add hours to learn, do not give additional burden of homework, not discipline the army, or bombard students with a variety of tests. By contrast, students in Finland start school at a rather slow compared to other countries, namely at the age of 7 years. School hours they are actually less, at only 30 hours per week. Compare with Korea, ranking second after Finland, the students spend 50 hours per week.

Each child is required to learn the English language and must read one book every week. Free education system from kindergarten to university level. Compulsory education applies to every child from the age of 7 years to 14 years. Students are taught

to evaluate himself, even from Pre - Kindergarten. Students are encouraged to work independently with their own trying to find the information what the students need, learn more if they are looking for themselves the information they need. We do not learn anything if we just write down what was said by the teacher.

Remedial not regarded as a sign of failure but as a chance to improve. A teacher in charge of learning and behavioral problems of students create an individualized program for each student with emphasis on the objectives to be achieved, for example: First, go to class; then arrive on time; Next, take the book, and so forth. If it gets homework students do not even need to answer correctly, which is important they seek.

There is no standard test of the country, but based on the learning outcomes from day to day on each child, regardless of rank compared through the system. So the purpose of learning is to make the child the best suited areas of interest and their own ability not to chase rankings in one class or one school. (due to the principle of education is to educate all children not to rank them from the smartest to reply stupidest) .

No schools accredited by the government, which is accredited by the Society; So people see immediately whether their child at the school who the students become better, ethical and intelligent or even vice versa. Schools assessed directly by the user community. So schools strive to be the best to provide evidence directly to the people who vote. Not as a government function. Accreditation agency but more as a counselor or consultant supervisor for schools and developing school system. Noting schools deemed successful by the community and help schools that have not been considered successful.

There is no single curriculum specified by the central government, each school is given the freedom of the freedom to develop their own curriculum in accordance with the superior potential of their respective regions. Do not need to wear uniforms during the school day for students. The teachers were allowed to wear casual clothes, to create a comfortable learning atmosphere. In addition, the learning time in the classroom is also made fewer. In fact, they are starting to spend the least time in the classroom, which is only about four hours, when compared with other countries in the world. Students are also exempt from homework, until they enter their teens. Even as a teenager, the intensity of homework given by teachers is not much.

Nothing discriminate against students based on their ability, such as the presence of excellent class. All collected into one, and have equal rights in education. And, which is also very interesting is that Finland does not have a National Exam (UN), which is often a ' scourge ' for children in this country.

There is no national standard for the adequacy of the minimum value of each lesson (because each child has a different learning different speeds and different capabilities for different subject areas). Which is precisely Moral Ethics Child Minimum Standards. So every school is obliged to educate each student they meet as a National Moral Ethical Standards form the basic foundation of a strong nation and smart. Although their school has a curriculum which different with different fields of specialization skills adapted to the potential of their respective regions. However, each school should be able to ensure that every pupil has the moral ethical standards nationally.

Role of Government Finland

Full support from the government, so that everyone can obtain free education up to the highest level. Not only in public schools alone, private schools also receive the same treatment through education subsidy policy of the government. The Finnish government even consider taking funds for education of students is not commendable thing, because education is a right for all citizens and the duty for the government to fulfill it.

The Finnish government has a policy to foster interest and reading culture in the country, namely the gift of a picture book for parents who have just had children. In addition, several libraries together with the shopping center, so that mothers who are shopping can let their children in the library to read. There was also a mobile library for areas difficult to reach. Therefore, the climate in the country read it grew rapidly into community culture.

CONCLUSION

Management excellence and the success of education in Finland is a combination of high teacher competence, patience, tolerance and a commitment to success through personal responsibility that's what we say as a professional. The Finnish experience is expected to inspire us to take the necessary and discard useless to be applied in the management of our education. So that educational excellence past that once we have achieved can be achieved again. By producing the highest quality education and produce an educator (teacher) professional, optimistic we can repeat delivery of thousands of teachers teaching teachers in foreign countries, entering the global market. Hopefully.

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AN ANALYSIS ON THE POOR WRITING SKILL: Problems Encounter in EFL Writing Class

Herdi
Faculty of Education and Teachers Training, Lancang Kuning University Pekanbaru
herdy_philiang@yahoo.com

Abstract: The problem of the research is analyzing a poor writing skill at Unilak English department students. The purpose of the research is to identify the students' writing skill and problems encounter in writing class. This research was conducted at English Education FKIP Lancang Kuning University Pekanbaru. This study seeks to find out and exploring about the problem encounter students in writing class during 2014, the study involves 1 class consists of 25 students. The method of the research was survey design using writing tests and questionnaire to gather the data. The students' writing was find out in a poor level (61.76) with some problems encounter during their writing class time such as the content, organization, vocabulary, grammar, and mechanics.

Key Words: writing skill, problems, EFL

INTRODUCTION

Writing is one of four skills should be mastered by students, as Bryne (1991) states that "writing is one of the language skills, which is use for medium of communication, especially in direct communication". It signifies that writing should be seriously noticed in teaching and learning English. Being capable in English writing means students are able to communicate in written form. Writing is definitely intended to propose the idea and thought in well sequence, accordingly the readers are able to reach out the massage as expressed by the writer. Likewise, Richard (2003) defines that "writing is written communication that work much on ability to generate expression in particular purpose". Heaton (1991:135), the writing skill is a complex skill and sometimes difficult to be learned, the learners should require not only mastery grammar but also sharing the information and writing elements. Those experts above put down the perception of writing based on the real activity which prefers conveying the ideas, information, thought, and even argument through the written language.

In addition, MacDonald and MacDonald (2002:8) consider that "in teaching writing, students must learn the structure of thinking that leads to write". Therefore, a teacher has to conceptualize to the students' mindset in writing about the steps, aspect, and the sequence activity to support the writing activity. In undisguised notion, the outline of ideas is one implementation of determining the structure of thinking in writing. The difference is that structure of thinking is the general one and outline line is the specification of it. Functionally, they are similar, that is to make students easy and work systematically in writing. Here, Rose and Bartholomae in Deluca et. al, (2002:2) also argue that "in teaching writing, the teacher has to be serious in electing the teaching strategy and activity for the students to make them easy in mastering writing". They also suggest the teacher to make the thinking structure before beginning writing entirely. The last support is from Haynes and Zacarian (2010:90) suggest that "the teachers to offer students direct instruction in how to write for different content".

Having a good writing skill is not easily attained. There are two aspects that should be applied, they are coherent and cohesion. Firstly coherent is about the sequence of ideas compiled to organize paragraph and essay so that the readers do not miss the idea and they easily understand the ideas. Furthermore, topics given must be well developed. To start developing the topic students should generate topic sentence. Then, students decide the supporting ideas and supporting details. As the final work, students decide the conclusion. Thus, reader can identify the purpose, and message implied in a good organization. Cohesion aspect relates to the grammatical pattern of the sentences. This refers to writer's orientation to arrange sentences, phrase, punctuation, and even word choice. One should realize that writing needs a long process.

Based on the researcher's teaching experience, particularly in writing class during 2014, it is found that the great number of the second year students of class A of English Education Department Faculty of Education and Teachers Training of Lancang Kuning University had problems in English writing. First, the students had low ability in generating, organizing, and elaborating ideas, for they did not understand how to specify this. Second, the students were confused in using correct grammar. Third, the students had limited vocabulary (diction). The last, the students were poor in using mechanical convention in their composition. As the result, they were not able to construct the writing well.

METHOD

This study was survey designs as quantitative research. Creswell (2005:354) explains that survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people in other to describe the attitudes, opinions, behaviors, or characteristics of population. The participants of this research were the second year students of English Education Department of Faculty of Education and Teachers Training of Lancang Kuning University who took writing class during 2014. There were twenty-five students. The purpose of survey designs were as a program evaluation in this research. The instruments were tests and questionaire.

DISCUSSION

This research was conducted at the second year students of English Education Department of Faculty of Education and Teachers Training Lancang Kuning University in Academic Year 2014/2015. The researcher has done the real test of 25 students on November 18th2013 to find out and exploring about the problem encounter students in writing class during 2014.

After giving the test, the researcher calculated the scores of the students from individual. The students' writing had been scored considering the content, organization, vocabulary, grammar, and mechanics (punctuation, capitalization, spelling, paragraphing). The complete description of the scores obtained can be seen in the following table.

Table 1: The Students' Writing Scores

No	Content	Organization	Vocabulary	Grammar	Mechanics	Score
1	4	4	4	4	4	80
2	3	3	3	3	3	60

3	4	3	3	3	2	60
4	4	3	3	3	3	64
5	2	2	3	2	2	44
6	4	3	3	3	2	60
7	4	3	3	3	2	60
8	3	2	3	2	2	48
9	4	3	3	3	3	64
10	3	3	3	4	3	64
11	2	2	3	2	2	44
12	2	3	3	2	2	48
13	4	4	4	4	4	80
14	4	3	3	3	3	64
15	4	4	4	4	4	80
16	4	3	3	3	3	64
17	2	3	3	3	3	56
18	2	2	3	2	2	44
19	3	3	4	4	3	68
20	4	4	4	4	4	80
21	3	3	3	2	2	52
22	4	4	4	4	4	80
23	3	3	3	2	2	52
24	3	3	3	2	4	60
25	3	4	4	3	3	68
	82	77	82	74	71	1544
	3.28	3.08	3.28	2.96	2.84	61.76

In conjunction with the table 1 above, it could be seen that the mean of the students' score in writing test was 61.76. Where, there were 5 students got scores 80, 2 students got score 68, 5 students got score 64, 5 students got score 60, a student got score 56, 2 students got score 52, a student got score 48, and 3 students got score 44. Moreover, from 25 students only 5 students got score above 75 and 20 students got score under 75. In conclusion, the data above showed that most of the students got unexpected result or low writing skill.

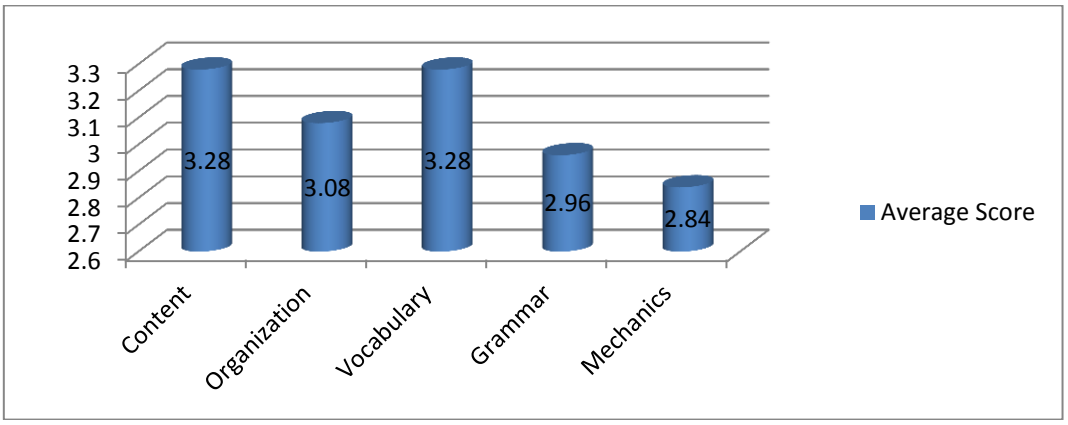
Furthermore, the researcher analyzed the students' score based on the components of writing. The components of writing were content, organization, vocabulary, grammar, and mechanic. In The average of the students' score could be seen as follow:

Table 2: The Average of the Students' Writing Score

No	Indicators	Average Score	Percentage
1.	Content	3.28	65.6%
2.	Organization	3.08	61.6 %
3.	Vocabulary	3.28	65.6 %
4.	Grammar	2.96	59.2 %
5.	Mechanic	2.84	58.8 %
	Total	15.44	61.76 %

In relation to the data above, the researcher found that the average score of the students' writing test for each indicator; the average score of the students' content was 3.28 or 65.6 % of the students who were able in term of content in writing, the average score of the students' organization was 3.08 or 61.6 %of the students who were able in term of organization in writing, the average score of the students' vocabulary was 3.28 or 65.6 % of the students who were able in term of vocabulary in writing, the average score of the students' grammar was 2.96 or 59.2 % of the students who were able in term of grammar in writing, and the average score of the students' mechanic was 2.84 or 58.8 % of the students who were able in term of mechanic in writing. This result was supported by the diagram of the average score of each items of writing components as follow:

Figure 1: The Average of the Students' Writing Score



Based on the data of the above, it could be concluded that most of the students at the second year students of English Education Department Faculty Education and Teachers Training Lancang Kuning University got difficulties in writing, especially in terms of content, organization, vocabulary, grammar, and mechanic. Most of them had poor performance in writing skill because from 25 students only 5 students or 20 % of the students who could write well.

In conjunction with the data above, the were some problem encounter students in writing class such as the students had low ability in generating, organizing, and elaborating ideas. It indicated that the students did not really understand how to specify this. Next, the students were confused in using correct grammar. It indicated that the students did not really understand about grammatical so that they often make errors in writing like errors in verb tenses, verb form, word order, word choice, subject-verb agreement, and sentence structure. Also, the students had limited vocabulary (diction). It indicated that the students had difficulties in using noun, pronoun, verb, adjective, adverb, conjunction, and preposition in writing. The last, the students were poor in using mechanical convention in their composition. It indicated that the students often miss capital latter, miss spelling, and punctuations in writing. Those were supported by Cohen in Richard (1998:89) separates that the writing components into five subdivisions. The first is about content that relates to the ideas of the students' in writing. The second is about organization that concerns in how the students manage the ideas in writing. The next is vocabulary asserted. It focuses on how students elect the

exact words in writing. As the further components, it is about grammar that relates to the sentences' arrangement. The last will be the mechanisms that intended in spelling and punctuation.

Referring to the aims of survey design research, the findings of this research have purpose to give information or input for the writing lecturers such as evaluation in teaching especially on writing skill according to the curriculum target of English Education Department of FKIP UNILAK Pekanbaru. The findings of this research are hoped to increase the students' achievement in learning English especially in writing. For instance, this research aims to dedicate for the writing lecturer at English Education Department of FKIP Unilak Pekanbaru.

CONCLUSIONS

This research has purpose to identify the students' writing skill and problems encounter in writing class at English Education Department of FKIP Lancang Kuning University. Based on the findings, it can be concluded that the ability of the students of English Education of FKIP Lancang Kuning University Pekanbaru in writing class during 2014 is categorized into poor. The problems encounter students in writing class during 2014 were content, organization, vocabulary, grammar, and mechanics.

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The Effectiveness of Using Multimedia Based Materials to Teach Listening Comprehension

(The Case study of the Seventh Grade of State Junior High School Thirteen (13) Semarang in the Academic Year of 2013/2014)

Destina Kasriyati
Lancang Kuning University Pekanbaru
destinakasriyati@gmail.com

ABSTRACT

The aim of the study were: to know the comparison of students' score between the experiment group and control group and to know the effectiveness of using multimedia based materials to teach listening comprehension, The study used experimental design. The sample of the study were taken from the students of seventh grade in state junior high school. The experiment group was taught listening comprehension by using multimedia based materials while the control group was taught by using conventional activity. After that, both of groups were given a post-test. In collecting the data, test was used as the primary instrument to know students' score both of groups. On the other hand, a questionnaire was also utilized as secondary instrument to evaluate the multimedia based materials; it was given only to the experiment group. The results of experiment students' score can be seen the value of t-obtained was -5.250. It was significance level p<1.684 (-5.250<1.684) for the two tailed testing with degree of freedom 32. The critical value of t-table was 2.021. Thus the result of experiment group that using multimedia based materials was effective for learning listening and it can be suggested to the seven grade students of state junior high school thirteen Semarang.

Key words : Listening Comprehension, Multimedia Based Materi

1. INTRODUCTION

Traditional of English teaching can no longer the effectively fulfill students need. Nowadays the tradition of English teaching has been changed with the entry of technology. Graddol: (1997:16) states that" technology lies at the heart of the globalization process; affecting education work and culture. Such as multimedia leads to higher learning. It refers to any computer software or interactive application, using multimedia in school is limited and it uses the text book. On the other hand, for having new developments and making changes to be better, there is always a need to explore, investigate and to experiment some things. The technological tools used in language teaching are not few. The tradition of English teaching has been changed with the entry of technology. Such as multimedia leads to higher learning. It refers to any computer software or interactive application, Multimedia in school is often limiting and is using the text book. Multimedia makes teaching interesting and also teaching more productive in terms of improvements.

Multimedia makes teaching interesting and also teaching more productive in terms of improvements. According to Beatty, 2003:39" multimedia refers to combining several media types including text, images, sound, video and animations." Moreover,

Mayer (2001:5) describes that multimedia is an instructional materials which are containing words and pictures intended for the purpose to foster learning better. Hence multimedia is needed in teaching and learning process to support it, but it does not find in the school. On the other hand, students have opportunity to learn listening for communicative purposes is still far behind the demand. Therefore, this study is directed to help students of junior high school to learn listening by providing them with appropriate listening material. The aim is to determine the effectiveness of multimedia and to know the comparison of students' score between the experiment group and control group. Multimedia can help students make interested in learning English in school and at home.

2. METHOD

This research used experimental designed, there were control group and experiment group.

2.1 Subjects

Participants was seven grades students of Junior high school, there is no obvious difference among the two selected groups (Experimental group and Control group), and we took the sample based on the same level and proficiency.

2.2 Instruments and procedures

In this research, test was used as the primary instrument, it was done by control and experiment group. The students were taught by different teaching approaches (experimental group, multimedia methods; while control group, traditional mode). 70 subjects from two classes were taught English by the same teacher with the same topic. In the experimental group, the researcher used multimedia based materials to teach listening skill. Multimedia provided elements – text, sound, graphics, pictures, photographs, and animation. While in control group, the researcher used traditional design, mainly included (tape recorder) and text book. After that, both groups were given a post test. Their test results were collected and analyzed to see whether the multimedia methods have positive effect on their English learning especially in listening section. Besides, a questionnaire was also utilized as a secondary instrument. It was given only to the experimental group to evaluate multimedia based materials in their listening comprehension.

3. RESULT AND DISCUSSION

Based on the result of data in field of the study, this part deals with answering questions of the statements of problems. When teaching and learning process, the group 1 (experimental group) all students were very enthusiastic for using media in listening activity, while students of control group, they did not show enthusiastic. So the result of test showed very different between group 1 and group 2. The results of experiment students' score can be seen the value of t-obtained was -5.250. It was significance level $p<1.684$ ($-5.250<1.684$) for the two tailed testing with degree of freedom 32. The critical value of t-table was 2.021. It can be seen from calculation of the students' mean test (experimental research) was 80.05, while the control group was 70.80, it means that there was different result between experimental and control group. Both of groups have the different proficiency for comprehending materials. Therefore, multimedia based material affected the proficiency, meanwhile traditional method did not show

advantages. Definitely multimedia based materials will be helpful for students, and they will be fun for learning.

4. CONCLUSION

Multimedia based material provides the interesting design (elements – text, sound, graphics, pictures, photographs, and animation) so students enthusiastic to enjoy teaching and learning process. It can be seen based on the research findings, multimedia based material was very effective to help students in learning listening. Hence the multimedia is intended to be used by the the students in self learning activities as well as teaching learning activities. It can be seen from the result of students' score, there was different score between experimental and control group. Experimental group has higher score than control group.

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VALUES IN INDONESIA LANGUAGE TEACHING

Aisyah Aztry
University of Muhammadiyah Sumatera Utara
sayaaisiyah@gmail.com

Indonesian society is a pluralistic society and so the understanding of multicultural values is needed in every interaction through education. Cultural diversity must be understood and accepted as an uniqueness. It will be able to bring the Indonesian people to heterogeneous life peacefully. As an educational institution school has an important role in order to transmit the values of multiculturalism. Learning Indonesian language includes the main material accepted in high school students. The value contained in the multicultural competencies required of students receiving learning Indonesian is to show honesty, discipline, responsibility, and proactive in using Indonesian in reporting the results of observation. Responsibility, responsive, caring, polite and imaginative behaviors can be applied in Indonesian expressions. Grateful for the gift of God's in existence of Indonesian and it can be used as a means of communication process, reasoning, and giving information written and orally through narrative text, news, advertising, editorial/opinion, and fiction.

Keywords: Values, Indonesia, language, teaching

INTRODUCTION

Indonesia is as the one of the world's most diverse composition of cultural identity, religion, language, and ethnic, that diversity became a source of national pride. Diversity in Indonesia on the other hand would give a positive color in the system if the nation's cultural values embodied in the form of complementary interaction, but on the other hand it can be a source of conflict if it is not well understood. Therefore, the education at the same school is placed to instill values and establish a mindset that appreciates diversity. In essence, schools themselves are not just "transfer of knowledge". As stated Fraenkel (1977: 1-2), the school is not merely a place where teachers deliver knowledge through a variety of subjects. Schools are also institutions that seek business and process oriented learning on the value (value-oriented enterprise).

Such values can be integrated in learning Indonesian. The reason, Indonesian language is a communication tool that can unite the diversity within the community. Indonesian is the national and state languages. As the national language, it serves as a symbol of national pride, a means of unifying the various ethnic groups with socio-cultural background and language, the developer of culture, science and technology development, as well as means of transportation in the interests of government and state. As the state language, it serves as the language of instruction in educational institutions, cultural development, the developer of science and technology, and also as a means of transportation and state governments. It is set in 1945 in article 36, that "the State language is Indonesian."

With the basic settings, the functions can be categorized as an expressive language, communication, social control, adaptation and integration / unifying. As expressive, language users are able to express picture, intentions, ideas, and feelings.

For communication, language is a means of interaction or relationship between two human beings so that the message can be understood. As social control, language is a regulator / controller behavior. As an adaptation, Indonesian can be used in a new environment that is occupied. As the integration / unifier, Indonesian can unite diverse ethnic, religious and cultural.

Implemented Indonesian language studies expected in the components of language skills and composing the students covers the four language skills, namely listening, speaking, reading, and writing. Each skill is interrelated with each other. Through the four components of language skills, the teacher teaches the integrating character values (social and cultural) of the noble nation of Indonesia.

DISCUSSION

Learning Indonesian in essence is teaching learners the Indonesian language skills well and true based on it purpose and function. According to Slamet (2007: 6), the primary function of language is a communication tool a person. Someone learns the language as urged by his need to communicate with people around him. So that in the learning activities, students are required to use the Indonesian language well to communicate in different situations, such as able to say hello, asking, answering, said, expressing opinions and feelings. In the communication, the students are required to use language that reflects the character values associated with the values of human behavior in relation to God Almighty, themselves, humans, the environment and the values characteristic of nationality. In addition, learning Indonesian significantly presents as a necessity, namely in the context of its use in communication. The significance of a sentence attaches to the context of use. Context in question is a reasonable context found in the interaction between speakers communicate.

Slamet (2007: 7) states the main emphasis in learning the communicative approach is to link the skills of learners to communicate with language. Language is taught as used in communicating. Knowledge of language (grammar and vocabulary) is not a destination language acquisition. First of all the emphasis is on communicative ability. With the communicative abilities, learners themselves reflect the values espoused character as social beings and civilized creatures.

According to Freeman (2012: 29), there are three sides of language learning methodology to do, namely Language Teaching / Teacher, Language Learning / Learner, and Language / Culture. Freeman explained that the three sides of the language learning methodology is as follows.

a. Language teaching is done by teacher
b. Language learning is undertaken by learners
c. The language itself is inseparable from culture.

Methodology language learners can not be separated from the culture because the language is a reflection of a culture. That is, the culture adopted by person can reflect the character of the language user. Hauschild (2012: 5) argues, "In addition to promoting language and content learning, environmental topics educator give studens the opppportunity to help understand how changes in daily behaviors can benefit Mother Nature". The statement provides an overview in improving teaching and learning content, a topic that is close to the environment will provide an opportunity for teachers to help students understand how changes in the habits of daily life naturally.

Good Indonesian is the language in accordance with the socio-cultural values of Indonesian society. Correct Indonesian is in accordance with the rules and norms of

Indonesian. It means that the words or phrases used by learners must match the values that are embedded in Indonesian society by taking into account that in accordance with the rules of spelling and grammar rules in Indonesian. It is the responsibility of the teacher to elaborate to the learners so that learners behaviors manifest in the act of Indonesian speech as a nation having a socio-cultural values as noble heritage of the nation.

As specified in the core competence and basic competences Indonesian at High School Level set forth in the table below

Table 1. Core Competence and Competence basic Indonesian Senior High School KELAS X

BASIC COMPETENCE	CORE COMPTENCE
1. Living and practicing their religion 1.1 Grateful for the grace of God for the existence of Indonesian and use it in accordance with the rules and context to unite the nation.	1.1 Grateful for the grace of God for the existence of Indonesian and use it in accordance with the rules and context to unite the nation 1.2 Grateful for the grace of God for the existence of Indonesian and use it as a means of communication in understanding, implementing, and analyzing oral and written information via text anecdotes, exposition, report the results of observation, complex procedures and negotiations. 1.3 Grateful for the grace of God for the existence of Indonesian and use it as a means of communication in the process, reasoning, and present oral and written information via text anecdotes, exposition, report the results of observation, complex procedures and negotiations.
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual aid, cooperation, tolerance, peace), polite, responsive and pro-active attitude and shows as part of a solution to the various problems in interacting effectively with the social and natural environment and in placing itself as a reflection of a nation in the world socially	2.1 Demonstrate an attitude of responsibility, caring, responsive, and courteous in using Indonesian to make anecdotes about the social, environmental, and public policy 2.2 Demonstrate honest behavior, discipline, responsibility, and proactive in using Indonesian to report the results of observation. 2.3 Demonstrate honest behavior, responsibility, and discipline in using Indonesian to show the stages and steps

BASIC COMPETENCE	CORE COMPTENCE
	that have been determined. 2.4 Demonstrate honest behavior, discipline, caring and polite in using Indonesian to negotiate in the negotiations 2.5 shows the behavior of an honest, caring, polite, and responsibility in the use of Indonesian to expose the conflict of opinion on social, political, economic, and public policy
3. Understanding, applying, analyzing factual knowledge, conceptual, procedural, curiosity based on science, technology, arts, culture, and humanities with human insight, national, state, and civilization-related phenomena and events, as well as apply the procedural knowledge in the field of study specific according to their talents and interests to solve problems 3.1 Understanding the structure and rules of text anecdotes, exposition, report the results of observation, complex procedures, and negotiate either through oral or written.	3.1 Understanding the structure and rules of text anecdotes, exposition, report the results of observation, complex procedures, and negotiate either through oral or written 3.2 Comparing the text of anecdotes, reports on the results of observation, complex procedures, and negotiate either through oral or written 3.3 Analyze text of anecdotes, reports on the results of observation, complex procedures, and negotiate either through oral or written 3.4 Evaluating anecdotal text, expositions, reports the results of observation, complex procedures, and negotiations based on the principles of text either through oral or written
4. Processing, reasoning, and presenting in the realm of the concrete and the abstract realm associated with the development of learned in school independently, and is able to use the scientific method according rule	4.1 Interpret the meaning of the text of anecdotes, exposition, report the results of observation, complex procedures, and negotiating good orally or in writing 4.2 Producing anecdotal text, expositions, reports the results of observation, complex procedures, and a coherent negotiation in accordance with the characteristics of the text to be made either orally and writing 4.3 Text Editing anecdotes, exposition, report the results of observation, complex procedures, and negotiations in accordance with the structure and rules of text both orally and in writing 4.4 The text abstract anecdotes, exposition,

BASIC COMPETENCE	CORE COMPTENCE
	report the results of observation, complex procedures, and negotiations both orally and in writing 4.5 Converting text anecdotes, exposition, report the results of observation, complex procedures, and negotiations into another form in accordance with the structure and rules of text both orally and in writing.

CONCLUSION

Behavior is a reflection of the mindset of learners to be implanted. Learners should be responsible for what they think, so they have to understand how to think and act intellectually that can be justified. To achieve the mindset of the need for value investment process indigo character as identity of learners, which one of them is language skills. Language skills, particularly subjects studied Indonesian students ranging from primary education up to college objective is none other than how the future generation of Indonesia did not lose our identity as a nation of Indonesia. Language will show the nation and the language shows the symbol of self identity.

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SELF AND PEER-REVISIONS: AN ALTERNATIVE ASSESSMENT OF EFL STUDENTS' WRITING AND REVIEWING PROCESS

Herlinawati
Lancang Kuning University
linapazir@yahoo.com

ABSTRACT

Research on self and peer revisions has revealed that self and peer-comments are helpful when it comes to making revisions in students' writing. The purpose of this study was to investigate the process and effects of providing self and peer-revisions in academic writing classroom. The participants were 33 Indonesian university students in EFL context and they were grouped into A and B. Both groups revised their own written drafts by themselves immediately after they completed the writing task and then were engaged in peer revision. 15 minutes was given for each self and peer revision, so the total amount of time was 30 minutes to complete self and peer revision. Two raters were involved to evaluate the students' revisions. Since this study was conducted without teacher intervention, the result could successfully prove that students had improvement in their writing through self and peer revisions in terms of linguistics features and developing ideas. Finally, it can be concluded that teachers can employ some classroom based-assessments' strategies to support students' success in writing quality through self and peer-revisions.

Keywords: self and peer-revisions, assessments, writing, reviewing process

INTRODUCTION

Many attempts have been called for more particular interest methods that can help students to develop writing outcomes. Among the methods used are peer, self, portfolio and co-assessments and have been identified by a few studies as an innovative assessment strategies or alternative assessments used by teachers to assess themselves and also students (Liu, Lin, & Yuan, 2002).

Among the assessment methods, peer assessment has been identified by a few studies as an effective way to improve students' writing. However, specific study of this instructional method's impact on student writing outcomes is still lacking. Some studies reported the effectiveness of peer assessment by classroom teachers and observers but not on measured success (Zhao, 2014; Suzuki, 2008 & Mok, 2011). The studies only attempt to evaluate student writing outcomes to assess whether or not implementing peer evaluation is actually an effective means to build writing skills by measuring student writing growth.

This study tries to examine students' text changes on linguistics features found in their written drafts in self-revisions and peer revisions under teacher's interventions. Some investigation of the effectiveness of peer assessment as compared to self-assessment in English language class (Mok: 2011; Julia & Christian:2011) have been conducted. Self-revision in this study refers to the revisions made by students on their

own written texts, whereas the peer-revision refers to students' writing revisions in their drafts while talking with their peers. Self and peer assessments is often referred as a kind of alternative assessments used by teachers to assess themselves and also students (Liu, Lin, & Yuan, 2002). Peer- or self-assessments is reported to possess many potential benefits for both learners and assessors if thoughtfully implemented, it can facilitate students' autonomous learning (Yuh,2008) and development of various learning and life skills, such as learner responsibility, meta cognitive strategies, evaluation skills, and a deeper approach to learning (Mok, 2011). Pedagogically, this kind of alternative assessments has consequences for organizing self and peer-revisions in the writing classroom. A research questions guided this study: How differently do the students' text changes in their written drafts using self-revisions and peer revisions?

METHOD

Participants

Thirty three Indonesian university students participated in this study who enrolled in academic writing course. The students were classified as homogenous group based on their writing score in intermediate proficiency level. Three writing tasks were given to the students and the effect was drawn from students' text changes made during selfrevisions and peer revisions. The participants were placed into two groups (A and B).

Procedures

The data were collected over 3 weeks in writing classroom. Every meeting, the students wrote an essay, therefore three essays were produced during the two weeks. The lecturer and the researcher selected some essay writing tasks. In the first meeting, the students in Group A revised their written drafts by themselves immediately after they completed the writing task, whereas the students in Group B were engaged in peer revision. In the next week, group A was engaged in peer revision, whereas group B revised their own written task. Meanwhile in the third week, the students were asked to give judgments about their experience in doing revisions using self and peer revisions. So, each group has same experiences in doing self and peer revisions as shown in Table 1. Every student had 15 minutes for self and peer revision, so it took 30 minutes to complete the revision. Every student used black pens that was distributed for the students in the first drafts. In the self-revision session, the students used green pens to show the text changes made by the students and used blue pens in peer revision session.

TABLE 1
TIMETABLE FOR SELF AND PEER REVISION

Essay task 1		Essay task 2		Reflections
Group A	Group B	Group A	Group B	
Peer revision (15 minutes)	Self revision (15 minutes)	Self revision (15 minutes)	Peer revision (15 minutes)	Interview

In seven days after the students had revised their drafts, they were interviewed individually by the lecturer. The students tried to identify all text changes and gave a number to each change on their written drafts. There was a range scale (1 to 5) given to the students assessed their text changes (5=*greatly improved*) to (1=*not improved*) during the sessions. The students were asked to judge to what extent each text change that they had made improved the written text. The students and the lecturer together with the researcher identified all revisions and gave a code to each change on students' drafts. The procedure from the first drafts to revised writing was repeated and the students did the other procedure in finishing the writing tasks given (task 1: my favorite place to visit in holiday, task 2: my favorite artist in Indonesia, and task 3: my favorite food). The students had to revise their writing drafts within seven days after the revisions.

Data Analysis

With the assistance of a researcher, all the text changes were classified (N = 464) into local and other errors categories. The categorization of linguistic types was discussed by lecturer and researcher to reached inter-rater agreement in categorization. The means and standard deviations of students' self-assessment in both conditions of revision (self-revision and peer revision) were calculated to compare the students' self-assessment of text changes made during self-revisions with their self-assessment of text changes made during peer revisions. Descriptive statistics was used because the number of text changes which students made was different in self-revisions and peer revisions (n = 291, 173 respectively).

RESULTS

The results of data analysis found that students tended to assess text changes during peer revisions slightly more highly than text changes during self-revisions (M = 3.51, 3.23, respectively) and the standard deviation of students' assessment of text changes in self-revisions was 0.98, and the standard deviation of their assessment of text changes in peer revisions was 1.15 as shown in Table 2.

TABLE 2
MEAN AND STANDARD DDEVIATION (SD) OF SELF AND PEER REVISIONS OF TEXT CHANGES

Self revision (n=291)	Peer revision (n=173)
Mean = 3.23	Mean = 3.51
SD = 0.95	SD = 1.15

The number of percentages of students' judgments on self and peer revisions using the range scales 1 to 5 is shown in figure 1. From the data collected, it was found that students tend to used a lower point 2(slightly improved) as the most frequently (55%) among a 5-point scale for self revisions. Meanwhile for text changes the students made during peer revisions tended to use higher points 4 or 5 (25%, 20%, respectively. Moreover, students had a tendency to rate within slightly narrower range when they assessed text changes made during self-revisions than when they assessed text changes made during peer revisions.

DISCUSSION

The revisions made by the students when assessed their text changes by themselves during self-revisions and text changes the students made with their peer during the revisions was found differently. Students tended to assess their text changes made during peer revisions more highly than the text changes made during self-revisions. Students assessed their own written draft within a little narrower range when they assessed their text changes they made themselves during self revisions than the text changes they made during peer revisions. Data analysis shows that peer revision could facilitate students to have guidance to make decision about text changes in their draft and have given students confidence in their revision.

The data for the correlation of self-assessment and peer-assessment by nine linguistic types of text changes was also analyzed. The correlations of self-assessment of text changes in terms of punctuation, spelling, articles, capitalization, prepositions, word choices and paragraphing were very high in this study. It implied that students could assess discourse-level text changes accurately (organization, $r_s = 0.81$; paragraphing, $r_s = 0.84$). Cresswell (2000) empirically proved that previous revision instruction to raise students' awareness of global-level text changes influenced the process of students' revision. This finding implied that the writing process is not only product oriented, but give more focus on process oriented. As some studies reported the effectiveness of self and peer revisions by classroom teachers and observers were often not on measured success (Zhao, 2014; Suzuki, 2008 & Mok, 2011). In other words, the process of text changes in students' revisions process needs to portray the motivation of the students in doing revisions. As supported by Mok (2011) some of the problems identified include a lack of student motivation as a barrier to method success, student discomfort with the sharing and evaluating of writing, and concerns about the time necessary to train students and implement methods.

This study empirically also proved writing teachers' prior instruction to raise students' awareness of global-level revision might be effective for the success in students' self- and peer revision. These linguistic text changes were a large proportion of all the text changes that students made during revisions. Since there were still many errors made by the students on English morphology aspects (e.g., articles, pluralization, subject–verb agreement, and verb tense), English writing teachers may need to give students form-focused instruction before students are engaged in writing.

The training for students' revisions might make their self-revision or peer revision more successful and self-assessment more accurate, which could save English writing teachers' time for feedback on individual students' morphological errors. Teachers' more explicit feedback (e.g., explicit error correction) on vocabulary and word choice may be also important for the success in students' self-revision and peer revision. As stated by Yuh (2008) and Adediwura (2012) that peer- or self-assessments is reported to possess many potential benefits for both learners and assessors if thoughtfully implemented, it can facilitate students' autonomous learning and development of various learning and life skills, such as learner responsibility, meta cognitive strategies, evaluation skills, and a deeper approach to learning (Mok, 2011; Bullock: 2011).

CONCLUSION

The result could successfully prove that students had improvement in their writing through self and peer revisions in terms of linguistics features and the way they developed ideas for their essay writing. Since this study gave more focus on process of revisions in students' writing, further larger scale studies using the assessments are necessary to conduct especially to give more attention to the issue of self assessment and its validity (Suzuki, 2008). The findings of this study hopefully can give contribution more effective instructions in developing students' proficiency in writing.

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IMPROVING THE STUDENTS' ABILITY IN SPEAKING THROUGH DRAMA

Dewi Kesuma Nasution

University of Muhammadiyah Sumatera Utara
Dewikesuma_21@yahoo.com

This study aims to find out whether the used of drama can improve the students' ability in speaking. The population of this research was the students of the third semester of English Department of University of Muhammadiyah Sumatera Utara, Medan and the total numbers of students were 22. This study applied classroom action research done in two cycles and in seventh meetings. The steps for conducting action research, there are four steps, planning, action, observation and reflection. In planning the researcher prepared lesson plan and the material about drama, action mean that the researcher explained about the process of drama method, observation mean that the researcher observed what the students' problem during teaching learning process, reflection mean that the researcher also evaluated the teaching and learning process in the meeting. The instrument of collecting the data was oral test, the students practiced about monologue drama in front of the class. This research was based on qualitative and quantitative method to collect the data. The findings indicated that there was an improvement on the students' ability in speaking through drama method. It can be seen from the students' score namely: the mean of the pretest was still low (43.40) and then it was done cycle I. After doing the action by using Drama method in cycle I, the findings of the first test had improved from the pre-test (46.81). Then, after giving action in cycle II, the findings of the last test had improved significantly from cycle I become (82.5). The improvement also can be seen from the percentage of students' ability in speaking through drama; in the pretest 0 % (no students) got 75 point. In the last test in cycle II 100 % (twenty two students) got 75 points. The improvement was 100 %. The students' difficulties are: they are always feeling bored in learning English and many students have difficulties in speaking caused the lack of vocabulary, so that the students difficult to speak English, the students have bad pronunciation in speak English, the students less fluency in speaking English, and the student not accuracy in speak English with their friends. The conclusion is the used of drama method could improve students' ability in speaking.

Keywords: Speaking, ability, drama

INTRODUCTION

Learning speaking is considered as a crucial aspect to language acquisition. One learns speaking aspects in order to enable students to communicate in any language. English as the universal language which is spoken all over the world is always learnt by many students. Students intend to be able to listen, speak, read, and write in English.

The students' phenomenon in learning English is they have motivation in increasing their achievement. On the other word, the researcher is required to behave

attractively, to realize the students' ability, to understand and to respond their performance, to get the students interest and pay attention to their elaboration.

There are some challenges makes speaking difficulty as Brown (2000: 26) said : Some problems of spoken language can make oral performance easy as well as, in some cases difficult. *Clustering* is fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering. *Redundancy* is the speakers' opportunity to make clearer meaning through the redundancy of language. Learners can capitalize on this feature of spoken language. *Reduce Forms* is Contraction, elisions, reduced vowels, etc. all form special problems in teaching English speaking. *Performance Variables* is One of the advantages of spoken language is the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, and correlations. *Colloquial Language* uses to make sure your students reasonable well acquainted with the word. Idioms and phrases of colloquial language and these they get practice in producing these forms. *Rate of Delivery* is another silent characteristic of fluency of rate delivery. How to help learners achieves an acceptable speed along with other attribute of fluency. *Stress, Rhythm, and Intonation* is a perceptive leader was broaden the scope of this creative drama project by making use of this natural response. Rhythm relaxes tense muscles, improves body coordination, motivates imaginative, and response. The most important characteristic of English pronunciation, as well be explain below. The stress time's rhythm of spoken English and its intonation patterns convey important messages. *Interaction* is learning to produce moves language in a vacuum-without interlocutors would rob speaking skill of its richest component, the creativity of conversational negotiation.

Unfortunately, the students are always feeling bored in learning English and many students have difficulties in speaking caused the lack of vocabulary, so that the students difficult to speak English, the students have bad pronunciation in speak English, the students less fluency in speaking English, and the student not accuracy in speak English with their friends.

Drama is prose or verse composition written for as if performance by actor. A play ideally, the people should meet a play as they meet piece of music performance. If they are to read it, they must learn to interpret the script, as a musician does the printed score. They must imagine that they can see the character in action. The researcher concluded that drama is interesting story in human life that can be showed by the students. And with drama the students can express their feeling and opinion. By conducting drama, the students are more active and able to speak English in front of class. Drama is an effective way to make the students enjoy and happy when teaching learning process applied. Beside that drama also make them not bored and have more interested to speak English. The problem to be explored can be stated in the following question, how well is the improvement of students' of University of Muhammadiyah Sumatera Utara in speaking through drama and their difficulties in it. Thus the objective of this research is to improve the students' achievement in speaking by using drama method and find out their difficulties. And the significance is wished able to help the students overcome their problems in learning speaking then they can improve their language skill especially spoken language.

According to Tampubolon and Panjaitan (2010: 46) says, "Drama is a story of human life". According to Bright and Mc Gregor (1970: 201) says, "Drama is creative activity and as such fulfills the normal function of all creative activity". Drama can help

the students to examine what we are thinking and feeling. Many teachers are suspicious of dramatic activities in school as unnecessarily and unhealthily stimulating the emotions of the students. Drama is a literary composition involving conflict, action crisis and atmosphere designed to act by players on stage before an audience. This definition may be applied to motion picture drama as well as to the traditional stage.

Drama is prose or verse composition written for as if performance by actor. Some actions action appear in drama such as (1) The use of imagination, (2) Powers of creative self- expression (3) Decision making and problem solving skill (4) And understand of self and the word and (5) Self-confidence, a sense of worth and respect and consideration for other The Sequence of drama activities can be drawn as follow : (a) Movement and mine : expressing through the body of meaning of the story being told or the music played, (b) Movement with some speech to amplify it. (c) Improvisation with fluent speech-still no scripts (d) Polished improvisation ; with some 'rehearsal ' and pupils producing their own rudimentary scrip and love stories (e)Own scripted plays ; the pupils produce their own dramatic versions of well-known and love stories. Group responsibility for simple props (f) the full printed play production: no need for 'students' texts'.

Drama can help them then, 'to examine what we are thinking and feeling'. Many teachers are suspicious of dramatic activities in a school as unnecessarily and 'unhealthily' stimulating the emotions of pupils. And with study of drama the students can express their ability in speaking.

METHOD

The participants of this study were the third semester of English department students of University of Muhammadiyah Sumatera Utara. The research took 22 students from one class. It meant that the number of population was 22 students. All population was taken as the sample which was called as total sample. A set of cycle was used in this research. Each cycle contained of the following steps:1) general Plan, 2) Implementing the plan, 3) Observing the action and 4) Analysis and reflection. Drama method was taken by researcher. Quantitative and qualitative data was used in this study. The instrument for collecting quantitative data is by doing speaking test. Qualitative data was gathered by using observation sheet, questionnaire sheet and interview. Observation sheet was used to measure the level activities during teaching-learning process.

RESULT

In cycle I, the first meeting was given the pre-test to the students. From the test it was found that the students' ability in speaking still low. From the result of the data, it was found the student's score is 43.40. After the researcher knew the students' scores, the researcher used monologue drama in teaching and learning process. This increase showed that through monologue drama method the students are able to improve their speaking ability. The qualitative data showed that most of the students were generally enthusiastic during the teaching learning process but sometimes they faced difficulties when they would express their idea in English. The researcher also observed the attitude of all students in class. The researcher also evaluated the teaching and learning process in the meeting. The researcher as the teacher asked the students about their difficulties and problems in understanding the lesson. The evaluation of three meeting became the

reflection to the writer in making cycle two. Cycle two helped to achieve the improvement score of the students. The evaluation could be from the students' result the writer checked up the students speaking test based on five component aspect of speaking namely, accuracy, pronunciation, vocabulary and structure. Interview and questionnaire sheet were also used to reflect whether the students respected the lesson. From the data the writer decided to continue cycle two in other to get the better result.

In cycle II, the quantitative data showed the improvement the students' score in speaking ability by using drama method could be seen that the mean of the students' score in the last meeting is the highest of all meeting, so it can be said that the students' speaking ability through drama method increased from 43,40 to 82,50. And the qualitative data showed that the researcher finding that the students' score from the first test to the last test had improvement. Based on activity and the test that the researcher gave to the students, the researcher concluded that the students had improvement in speaking through drama method. The researcher finding that the students' score from the first test to the last test had improvement. Based on activity and the test that the researcher gave to the students, the researcher concluded that the students had improvement in speaking through drama method

DISCUSSION

The result of the research indicated that there was an improvement on the students' speaking ability by using monologue drama method. After collecting the data, the mean of the pre-test was still low (43, 40) and then it was done in cycle I. After doing the action by using drama method in cycle I, the result of the first cycle had increased (46,81). Then, after giving action in cycle II, the result of the second competence test had increased significantly from cycle I (82, 50). It implied that the used of monologue drama method to improve students' ability in speaking was effective as it could improve students' ability in speaking and also helped teacher to teach speaking.

CONCLUSION

After analyzing the data, a conclusion can be drawn as the following: there is an improvement on the students' ability in speaking when they taught by using drama method. The students' difficulties are many students have difficulties in speaking caused the lack of vocabulary, the students have bad pronunciation in speak English, the students less fluency in speaking English, and the student not accuracy in speak English with other people. Using drama method can improve the students' ability in speaking. The students were interested and enjoyed when teaching learning process. The drama method was effective to improve the students' ability in speaking in University of Muhammadiyah Sumatera Utara (UMSU), Medan. Those conditions showed that the implementation of using drama method in improving the students' ability in speaking was successfully.

The findings indicated that there was an improvement on the students' ability in speaking through drama method. It can be seen from the students' score namely: the mean of the pretest was still low (43.40) and then it was done cycle I. After doing the action by using Drama method in cycle I, the findings of the first test had improved from the pre-test (46.81). Then, after giving action in cycle II, the findings of the last test had improved significantly from cycle I become (82.5). The improvement also can

be seen from the percentage of students' ability in speaking through drama; in the pretest 0 % (no students) got 75 point. In the last test in cycle II 100 % (twenty two students) got 75 points. The improvement was 100 %. The conclusion is the used of drama method could improve students' ability in speaking through drama.

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The Improvement of Students' Speaking Through Cooperative Learning Strategi at University of Muhammadiyah Sumatera Utara (UMSU), Medan

Yayuk Hayulina Manurung

University of Muhammadiyah Sumatera Utara
ayoe_hayulina@yahoo.com

This research deals with the use of cooperative learning strategy in teaching speaking. The objective of this research is to improve the students' achievement in speaking through cooperative learning strategy. Round robin and think pair share model of cooperative learning were applied in this research. Speaking material was focused on the daily conversation. The location of this research was University of Muhammadiyah Sumatera Utara (UMSU), Medan. The subject was 40 students of semester I by using action research. The result was cooperative learning strategy was able to improve the students' ability of UMSU in speaking. Cooperative learning strategy could be effective when the students were ready in the same ability. The data analysis showed that applying cooperative learning strategy in teaching speaking needed process and it cannot be conducted in one meeting. Finally, the complexity of media, material of learning, facility and strategy of teaching must be integrated in teaching by using cooperative learning; it is suggested to the speaking lecturer to increase the students' ability by using cooperative learning strategy.

Keywords: Speaking, Cooperative Learning, Round robin, think pair share

INRODUCTION

There are three central processes in learning English; they are reflection, negotiation and collaboration (McNiff.J.1993). When students are able to use the three processes, they do not only learn much more effectively, but they also gain valuable thinking and communication skills that will stand them in good stead in their lives outsides school. The processes work well together. When students negotiate, they reflect on their learning; when they collaborate, they negotiate with other students. A learning program that gets students actively using all three processes is likely to work best. The lecturers who have focused on the three learning processes with their students say that teaching necessary skills takes time, deliberate planning and possibly some rethinking of their own roles.

However some indications of the failure in teaching English can be seen through some facts that the students cannot speak English well. For instance, the students feel hesitance to speak English although they have vocabularies. At least, it can be viewed from two points of view. Firstly, the different score of writing and speaking. In expressing the same topic, students are easy to write rather that speak them. In writing, they are not bounded by the pronunciation and intonation. They only focus on connecting the sentences by using the appropriate grammar. While in speaking, besides think about grammar, they also prepare their ability in pronunciation and intonation. Then lecturers are difficult to find the students in speaking. Then concrete example is the students are ashamed to practice their English in daily life. Secondly, the frequency

of speaking English is low. They only speak English while learning English. But outside of class they seldom practice it, at least with their friends. Although it can be considered that the position of English in Indonesia is a foreign knowledge, but learning English application means learning English speaking.

Considering the gap between reality and expectation, the researcher is eager to offer the solution to overcome the problems. There are many factors that influence the process of teaching English. Firstly, the students do not have much time to practice their English. Secondly, lack of motivation in learning English. Thirdly, teaching and learning process is not supported by the facilities such language laboratory. And the last is, the lecturers have not had many techniques of teaching. There are several reasons why cooperative learning works as well as it does. The idea that the students learn more by doing something active than simply watching and listening has been long known to both cognitive psychologists and effective lecturers, and cooperative learning by its nature as an active method. Beyond that, cooperation enhances learning in several ways. Weak students working individually are likely to give up when they get stuck; working cooperatively, they keep going. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in. students working alone may tend to delay completing assignment or skip them altogether, but when they know that others are counting on them, they are often driven to do work in a timely manner. Students working competitively have incentives not to help one another, working cooperatively, they are rewarded for helping. The problem to be explored can be stated in the following question, how well is the improvement of students' of University of Muhammadiyah Sumatera Utara in speaking through Cooperative Learning Strategy. Thus the objective of this research is to improve the students' achievement in speaking by using cooperative Learning Strategy. And the significance is wished able to support the theory of cooperative learning strategy in developing the students' ability in speaking and help the students overcome their problems in learning speaking then they can apply the cooperative learning strategy with their condition.

Cooperative is working together to accomplish shared goals. Within cooperative activities individual seek outcomes that are beneficial to themselves and beneficial to all other groups so that students work together to maximize their own and each other learning. The idea is simple. Class members are organized into small groups after receiving instruction from the teacher. They then work through the assignment until all group members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefit so that all group member gain from each other's effort (your success benefits me and my success benefits you), recognizing that all group members share a common fate (we all sink or swim together here), knowing that one's performance is mutually caused by oneself and one's colleagues (we cannot do it without you), and feeling proud and jointly celebrating when group member is recognized for achievement (we all congratulate you on your accomplishment!). in cooperative learning situations there is a positive interdependence among students' goal attainments; students perceiving that they can reach their learning goal if and only if the other students in the learning group also reach their goal (Deutsch, 1962; Johnson & Johnson,1989). A team member's success in creating a multi-media presentation on saving the environment, for example, depends on both individual effort and the effort of other group members who contribute needed knowledge, skills and resources. No one

group member will possess all of information, skills, or resources necessary for the highest possible quality presentation.

Students' learning goals may be structured to promote cooperative, competitive, or individual efforts. In contrast to cooperative situations, they are ones in which students work against each other to achieve a goal that only one or a few can attain. In competition there is a negative interdependence among goal achievement; students perceive that they can obtain their goals if and only if the other students in the class fail to obtain their goals (Deutsch, 1962; Johnson &Johnson, 1989). Norm-referenced evaluation of achievement occurs. The result is that students either work hard to do better than their classmates, or they take it easy because they do not believe they have a chance to win. In individualistic learning situation students works alone to accomplish the goals unrelated to those classmates and are evaluated on a criterion-referenced basis. Students' goal achievements are independent; students perceive that the achievement of their learning goals is unrelated to what other students do (Deutch, 1962, Johnson &Johnson, 1989). The result is to focus on self-interest and personal success and ignore as irrelevant the successes and failures of others.

Think pair share involves three steps cooperative structures. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their response with other pairs, other teams, or entire group.

RoundRobin Brainstroming is where Class is divided into small groups 94 to 6) with one person appointed as the recorder. A question is posed with many answer and students are given time to think about answer. After the "think time , member of the team share response with one another round robin style. The recorder writes down the answer of the group members. The person next to the recorder starts and each person in the group in order to give answer until time is called.

There were two components to be discussed; cooperative learning and speaking ability. It must be considered that speaking ability is necessary for the learners to use language, to introduce their own selves and someone else, to describe people, place and things, to inform, to explain the procedure how to make something, able to express and give response to different types of speech acts such as request, apologies, thanks and command orally by using voice loudly. In teaching speaking activities to the students, speaking should be meaningful and authentic. To accomplish those functions teaching-learning process should provide them is round robin model and think pair share in cooperative learning. They are not only able to learn from the teacher but also from their friends. They also have the same chance to reach the goals in teaching-learning.

Round Robin model can increase the student's ability in speaking. They have the similarities of characteristics. In learning speaking, the students are forced to be active and practice the language as much as possible. And round robin offered learning situation where processes as the centered object in teaching and learning process are free to explore their ability in group activity. In round robin model implementation, the gap between the poor, medium and good students can be decreased. Because individual interdependency in group activity makes them feel equal with the other students, and finally it can be easier for the students in exchanging the information in term of speaking.

Then, think pair share model is suitable model to be applied in teaching speaking. In this model, students can exercise their pronunciation and fluency in speaking. Then, the frequency of speaking is more available in this model.

Further, both round robin and think pair share modes provide the students and the teacher to work together for special purposes in which learning is students' centered; it means all activities make the students active in learning. It gives chance to slow learners to give important things that they have discussed to share the information. This concept is very suitable in teaching speaking. Again, speaking needs not much theory, but it needs practice and the braveness in speaking. The same goal, the same perception can increase the students' interest in learning speaking.

METHOD

The participants of this study were the first semester of English department students of University of Muhammadiyah Sumatera Utara. The research took 40 students from one class. It meant that the number of population was 40 students. All population was taken as the sample which was called as total sample. A set of cycle was used in this research. Each cycle contained of the following steps;1) general Plan, 2) Implementing the plan, 3) Observing the action and 4) Analysis and reflection. There were only two kinds of model if cooperative learning was taken by the researcher, they were think-pair share and round robin brainstorming models. Think-Pair Share involved three steps of cooperative structure. During the first step individuals thought silently about a question posed by the instructor. Individuals paired up during the second step and exchange thoughts. In third steps, the pairs shared their responses with other pairs, other teams or entire group. RounRobin Brainstroming was set that class was divided into small groups (4 to 6) with one person appointed as the recorder. A question was posed with many answers and students were given time to think about answers. After the "think time", members of the team share responded with one another round robin style. The recorder wrote down the answers of the group members. The person next to the recorder started and each person in the group in order to give an answer until was called.

RESULT

In cycle I, the data showed that quantitatively there was different score of pretest and posttest. The means score of test in this cycle was 45.50 and the means of post test was 60.50. The gap between the means score of pretest and posttest was 15.

Quantitively, the range of this data indicated that there was significant progress during teaching and learning process. It was important to see the process of teaching and learning since it influenced the range of score. While from the qualitative analysis could be viewed that: (1) The students were still not able to answer the whole test. Although the average passed the standard score, but there were some students who were not able to pass the standard score (2) During observation the researcher found that all students were active in learning. The motivation of learning was needed to be increased. It was added by the result of observer from UMSU who assumed that the researcher was not success in mastering the class. And then, it was still found that some students did not attend the process of teaching and learning happily. The combination of researcher findings and analysis from the collaborator who recommended revising that the cycle 1 was not succeed and need to continue to the next cycle with many revisions. The collaborator recommended revising the lesson plan, steps of teaching, facility and material. She was also suggested to use visual aid in explaining the material, because it

can attract the students' interest. Thus, the researcher needed to improve and revise some points to apply cycle 2.

Then the Cycle II conducted and had some results on it. From the quantitative analysis, it could be seen that that the process of teaching and learning in cycle 2 helped the students in learning speaking. In this second cycle, there was significant program of the students' achievement in speaking. All students were able to pronounce the English words in good pronunciation. The significance of the test can be conducted based on the degree freedom (df) + N-1 + 20 – 1 + 19. In t critical table, it could be seen that the critical value was 2.038 on 95% level of significant, and 2.861 on 99% level of significant.

In completing the process of teaching and learning process in cycle 2, the researcher had designed the item of observation based on indicators. The students' researcher was a core of this observation. The result was, they were active in attending the process of teaching and learning. The students were eager to exchange information and raising question. The individual activity could be decreased. It was caused by the role of researcher to arrange the turn of speaker. There was no dominant student found in this section. All of them felt equal and had the opportunity to speak.

The students were not afraid to the teacher. Even outside of classroom activity, they always communicated to the teacher by using English language. They asked everything to the teacher. And it seemed that they felt more freely to speak outside of class than in class. This was to say that harmony relationship of students and teacher can increase the students' motivation in learning English. They were brave to express their idea and to appreciate another idea. Cooperative learning strategy was able to make them feel that they were viewed as group or class not as individual. They were equal. It was out of prediction that the students who seldom spoke actively in class was able to speak and active without caring about making mistakes. Motivation was raised because the concept of equality and doing everything together. in this cycle was also concluded during six meetings.

Then, it must be considered that not all students follow the construction of the teacher. The three points above was the common activity with irrelevant with the material. There were 20% or 4 students who did not attend the teacher's explanation, 15% chatting with friends and 19% doing another task. It was done by different students. It means that there were 7 students who did activity which irrelevant to the material. But different with cycle 1, the researcher was able to catch the cause of the lack motivation. Through personal communication, the researcher found that they were forced to learn English by their parents. They learned English not because of their own motivation. This made them lazy to learn English. Generally, all students were active in teaching and learning process. Although in beginning of the cycle 2, they were 2 students still doing another activity.

Specifically, dealing with the process of learning speaking by using cooperative learning strategy namely think pair share model. This model was used in order to anticipate the students' problem in term of fluency and pronunciation ability in speaking. In fact, fluency and pronunciation is the performance ability and firstly measured in speaking. Think pair model allowed the students to improve their fluency and pronunciation and easier the teacher to make correction of mistake happened.

In first time of applying think pair share model, not all students participate in this class activity. They waited the response from the teacher, even this period; there were many mistakes which uttered by practical students. Thus giving motivation by

teacher was truly needed here. And this cycle, the five indicators of speaking; organizing the idea, grammar, vocabulary, fluency and pronunciation could be achieved. Then, in the following table, the gap of score in cycle 1 and cycle 2 could be viewed clearly. And the table was drawn that the score of in cycle 2 has increased significantly.

Finally, there were some points to be considered in this cycle, they were: (1) the students were able to answer the test with the score pass the standard score. There was no students who unable or failed in answering the test. (2) During observation the researcher found that all students were active in learning. The motivation of learning has increased. (3) The collaborator stated that the process of teaching and learning in cycle 2 was good. She argued that group activity and class activity was effective and had been increased the students' ability in speaking. (4)Thus, the researcher needed not to continue and revise the research. The finding was enough to state that cooperative learning. The finding from the research showed that there was an increase of students' ability in speaking in cycle 1 and 2. The achievement could be derived from the preparation of students in attending the process of teaching and learning. Cooperative learning strategy was able to improve the students' ability of UMSU in speaking.

DISCUSSION

This research produced three findings which were stated above. From the experience in classroom during research, cooperative learning strategy was able to improve the students' ability in speaking. The concept of cooperative learning strategy helped the students and researcher easier the process of teaching and learning.

In fact, it was difficult to apply the concept of cooperative learning strategy in teaching. It is not easy as the theory. In practice, not all students were ready to learn with cooperative learning. The theory of cooperative learning stated that cooperative learning should eliminate the individual activity and each student should be interdependent with other students. In fact, the ability of the students was various. And prefer to work individually than work in 1 group. This condition was caused some students do not believe their friends' ability.

The lecturer needs to grow the concept of cooperative learning to the students. And the important point in this research was cooperative learning was cooperative learning can be effective when the students have basic knowledge about the material to be discussed. Prior knowledge was important since cooperative learning needs to exchange information, not receiving information. In this research, firstly the researcher only gives a short explanation, but it was failed because the students were various in terms of their ability in catching the point of explanation. .In addition, the value of t test was lower than value t table, t test was 0,83 and t table was 2.039. It is caused there is one group which passive and ashamed in teaching learning process such as their dynamic in group and class activity.

Finally, cooperative learning strategy can be effective in teaching speaking when both cooperative learning can improve the students' ability in speaking, but if it is misused, the objective of teaching and learning will not be achieved. And it cannot be conducted in one meeting, because it needs to comprehend the theory of cooperative learning strategy and prepare prior knowledge of the students.

CONCLUSION

The finding of this study has showed that the research question of how well the improvement of students' of University of Muhammadiyah Sumatera Utara (UMSU) in speaking through Cooperative Learning Strategy was. In short, cooperative learning strategy was able to improve the students' ability of University of Muhammadiyah Sumatera Utara (UMSU) and it cannot be conducted in one meeting, it needs time to comprehend and apply it in teaching learning process.

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Designing ELT Materials by Incorporating Core Values in The Indonesian EFL Context

Marwa
Lancang Kuning University, Pekanbaru-Riau
marwaaisyah@yahoo.co.id

ABSTRACT

In the area of foreign language teaching, the ultimate goal is to support students' abilities to be communicatively competent learners. In the Indonesian ELT context, the 2013 curriculum assigns not only the language competence but also the core values. The core values are characterized by having full and total comprehension of valued behaviors and put them into practice in order to interact effectively with the community and the universe. Developing learners' life-long core values for character building is urgent for them in their professional lives. Consequently, ELT practices should integrate such values in the English teaching. However, teachers find it difficult to make it into practice. As matter of fact, the available English textbooks do not adequately support and lead to the teaching core values. So, providing ELT materials incorporated with cultural content containing core values is crucially needed. Therefore, need analysis on providing and designing the learning materials should be grounded. The learning materials designed based on appropriate important factors and obvious guidelines are expectedly to facilitate the language teaching that embeds core values in order to foster and equip students' language competence to be successful language users in the dynamic and harmonic communication.

Keywords: ELT context, the 2013 curriculum, core values, designing ELT materials

INTRODUCTION

It could be argued that an integral part of learning a foreign language is acquiring some familiarity with the culture associated with it. For teachers of English as a foreign language (EFL), the question is, "How can we incorporate cultural knowledge and understanding within the context of our English language classes?" Simply having an acquaintance with the grammar, syntax, phonetics, and some of the social conventions associated with English will not give learners real insights into the cultural nuances. Increasingly, language teachers are recognizing the need to incorporate sociocultural factors into their classrooms (Palmer and Sharifian 2007); however, there is a lack of consensus on how to introduce cultural elements into the lessons. Another challenge that teachers face is what approach to take. Many EFL teachers have had no formal training in incorporating cultural elements in their teaching, and there is no universally accepted set of criteria that instructors can use as a guide (Byrnes, 2008).

In the Indonesian EFL context, the idea of accommodating cultural knowledge and understanding in the classroom has been explicitly stated in the newly launced 2013 curriculum. As matter of fact, the goal of teaching English should cover not only language competence but also non language competence to build critical competencies

which accommodate core values in the classroom. The notion of the core values assigned in the 2013 curriculum covers the importance of cultural knowledge in relation to positive values and social norms to be implemented in the students' real life. In other words, the learning outcomes in building such critical competencies comprise not only language-related competence but also core values, called core competencies, as required in 2013 Curriculum (Ministry of Education and Culture, 2013).

Why does the newly 2013 curriculum assign teaching the core values in the classroom? One of the main arguments of curriculum renewal in Indonesia, focusing more on character building and integrated learning, is the escalating demand of curriculum adaptation to social phenomenon happening in the society, in this case juvenile delinquency (*Kemendikbud, 2013*). The problem of moral deficiency and destructive behavior of youth has become a serious concern nowadays. Students at school often behave in contrast to the positive values and social norms for examples; they do not respect their teachers and friends, break the rules, and often do negative or even crime actions. Therefore, in the curriculum 2013, the basic competence focus on how students apply the core values characterized by having full and total comprehension of valued behaviors and put them into practice that cover honesty, discipline, responsibility, care (sharing, cooperating, being tolerant, and making peace), having good manners, being responsive and pro-active in showing attitudes to solve problems, ability to interact effectively with the community and the universe.

With regard to the aforementioned issue to be related to the ELT classrooms, English teachers should integrate the core values in English lessons. However, the teachers are still confused on how to integrate such core values in the language teaching since they do not really understand the details of such competence. In addition, the available English textbooks do not adequately support and lead to the teaching core values. Therefore, designing ELT materials that incorporate cultural content which embeds the core values is crucially needed in the classroom in order to solve the problems. The idea of incorporating the cultural content to the teaching core values is due to the need of facilitating the language learners with the knowledge of their own culture in order to foster their cultural awareness as well as introducing them to the other cultures. By doing so, the students are able to understand and compare what cultural commonalities and differences are that exist in their own and others' cultures. As a consequence, they will be able to interact effectively with the community and the universe as well. In sum, it is inevitable that the ELT materials design which accomodates core values will be tightly related to the English materials containing the aspect of the cultural content.

Thus, a needs analysis on providing and designing the ELT materials must be appropriately grounded. Based on the author's teaching experience in the EFL classes/activities, the available English learning materials dominantly serve monoculture context either USA or UK. Therefore, ELT professionals should do more to design and/or select teaching materials that cover the learning objectives that is in line with incorporating culture/core values in the language teaching. One strategy that has been used to offset the dominance of US and British culture in ELT materials is to shift the focus to local cultures. A careful design of language learning materials that adequately provide and balance the students' own culture as well as other cultures can potentially develop their core competence.

This paper, therefore, highlights the important issues and aspects on the idea of designing the ELT materials by discussing (1) current issues of designing English

textbooks containing cultural content and the challenges, (2) Core and basic competences of English subject matter in the 2013 curriculum, (3) factors to consider when designing materials, and (4) designing a sample of ELT material by incorporating the core values. In short, this paper shares idea to assist English teachers who wish to design ELT materials integrated with core values by considering current issues, factors and a set of guidelines for designing effective materials.

CURRENT ISSUES OF DESIGNING ENGLISH TEXTBOOKS CONTAINING CULTURAL CONTENT AND THE CHALLENGES

The cultural content of English language teaching textbooks may become one of the best tools for introducing learners to otherness. Baker (2011) argues that exploring language learning materials can be used to critically evaluate images and descriptions of cultures in locally produced textbooks and images of other cultures in local and imported ELT textbooks. However, it is often not realized by English teachers, ELT materials are in no sense 'neutral' or 'value-free' educational aids. Many researchers agree that most current English as-a-foreign-language (EFL) textbooks focus on features of Western culture (Alptekin, 2002).

However, in a globalizing perspective, teachers should remember to place equal value on both non-native and native speakers' cultural knowledge regarding both the target and local elements in teaching materials. The societal contextualization of English also comes with controversy due to the specific status of English as an international language or as a lingua franca in the EFL/ESL contexts. One strategy that has been used to offset the dominance of US and British culture in English teaching materials is to shift the focus to local cultures or 'reclaiming the local' (Nault, 2006; Ali & Walker, 2014; Mambu, 2014; Raquitico, 2014; Rai & Deng, 2014; Su, 2014; Forman, 2014; Tajeddin & Teimournezhad, 2014; Sin et al., 2011 and Garcia, 2005).

Pertaining to the idea 'reclaiming the local' to be integrated in the English teaching textbooks design, the researchers propose suggestions and future recommendations to the next researchers, policy makers, English practitioners, curriculum designers or even publishers. The textbook development should provide information both local and global along with communication strategies for effective skill development because only replicating the global materials without considering the practical usage of the local context and knowledge (grounded from the curriculum), makes English language hard for students to master (Rai and Deng, 2014). Regarding the dominant inner circle cultures in the Taiwan's English textbooks, Su (2014) suggests that teachers should provide tasks to help students develop awareness that "English is an international language owned by all who use it," they should help students understand how the global media/economy promotes dominant cultural hegemony and they should thus design curriculum with "an international and multicultural focus" since English is used globally to communicate with people from different races, religions, and linguistic and cultural backgrounds.

Some other researchers propose the same recommendations concerning the issue of integrating local culture in the EFL textbook. Forman (2014) suggests that the curriculum, which is the textbook, which is the publisher, should include the content of materials to be both local and global in order to use students' existing knowledge as a basis for exploration into global understandings. Tajeddin and Teimournezhad (2014) offer one solution open to policymakers and curriculum designers is to facilitate the

development of localized textbooks which include various aspects of the L1 culture. Another solution can partly be provided by local EFL teachers who may use various cultural-comparison activities focused on the L1, the L2 and other cultures through texts, pictures and video-clips to develop the intercultural sensitivity of their students. Shin et al. (2011) and Raquitico (2014) recommend that future textbooks should focus not only on cultural facts but also on deeper beliefs and values; incorporate a variety of 'Englishes' in teaching materials; encourage non-native, English-speaking educators to write textbooks; promote both native and target cultures' specific norms; raise publishers' awareness of intercultural competence; and promote teachers' effective integration of local and global culture.

In addition, the researchers have made some important points regarding the cultural content in the EFL textbook. Ali and Walker (2014) argue that obstinately rejecting the TL's culture on the basis of the fear of cultural imperialism is in no way a good idea. The researchers claim that neither home culture nor the TL's culture alone is sufficient for developing what Alptekin (2002) calls intercultural communicative competence in the ESOL users. Mambu (2014) suggests that EFL (teacher) educators, researchers, and students can be social transformers who can problematize the linguistic hegemony of 'Standard' English monolingualism that is hostile to Englishes and hybrid discourses (e.g., mixed English-Indonesian discourses). Garcia (2005) asserts that textbook designers need to be aware that one of the trickiest issues in presenting an intercultural and international approach with explicit comparison and contrast elements is that stereotyping can easily take place. Avoiding stereotypical descriptions is truly a challenge for textbook writers.

ENGLISH CORE COMPETENCES IN THE 2013 CURRICULUM

In the process of designing ELT materials, it needs to be in accordance to the the curriculum in this case dealing with the core competences as assigned in the 2013 curriculum. To make it easier for teachers to choose which values to include in designing ELT materials, the core competencies are classified into non academic and academic values and make the classification specific for English classes. In this classification, expected behaviors are formulated as alternatives for instructional objectives. Therefore, this classification can be used as a guideline to develop ELT materials.

Table 1. **English Core Competencies (Non Academic Values)**

Non Academic Values
Core Competence 1 Having full and total comprehension of their religion and put it into practice according to their religion. **Examples of observable behaviors as indicators:** 1. Giving an opinion on an issue based on their religious value (speaking/writing) 2. Identifying the difference between heir values and other values based information on reading/listening texts 3. Mentioning how to maintain interpersonal relationship as an implementation of appreciating different values from different belief. 4. Making a list of good manners in communication according to their belief

5. Choosing an action to do something (help other people) based on a given situation

Core Competence 2

Having full and total comprehension of valued behaviors and put them into practice that cover honesty, discipline, responsibility, care (sharing, cooperating, being tolerant, and making peace), having good manners, being responsive and pro-active in showing attitudes to solve problems, ability to interact effectively with the community and the universe

Examples of attitude and/or observable behavior

(some refer to long term behaviors which may not be assessed in one-short observation)

Examples of observable behaviors

1. Telling the truth of what (and/or) they have done something
2. Submitting work on time
3. Collecting homework regularly
4. Sharing ideas in a group work/classroom discussion on assigned topics
5. Showing tolerant of others' by appreciating differences in belief
6. Doing something to avoid conflicts
7. Showing acceptable manners in interpersonal communication
8. Helping others to solve problems
9. Performing initiative to solve problems
10. Acting appropriately to respond to natural phenomena

Academic Values

Core Competence 3

Comprehending, applying, and analyzing factual, conceptual, and procedural knowledge due to curiosity on knowledge, technology, art, culture, based on humanity, cultural, citizenship and civilization perspectives related to the causes of phenomena and facts; and applying the procedural knowledge in their specific field of study using their talent and interest to solve problems.

Examples of observable behaviors

1. Raising questions on topics in listening/reading texts
2. Analyzing texts according to the generic structure
3. Differentiating facts from opinion in the reading passage
4. Explaining the causes of natural phenomena logically (written/spoken)
5. Giving logical reasons for acting in response to an issue (argumentative text)
6. Sharing opinions to solve problem
7. Explaining concepts in details
8. Applying linguistic rules correctly in writing/speaking (productive skills)
9. Using suitable generic structure in performing assigned topics.

Core Competence 4

Processing, reasoning, and presenting concrete and abstract issues independently as a knowledge development process obtained from school; and able to apply suitable scientific methods

Examples of observable behaviors

1. Giving logical reasons for their action (position) in response to an issue (argumentative text)
2. Giving opinions to solve problems
3. Explaining a concept to share opinion
4. Using a suitable technique to develop a product
5. Applying knowledge to write a paper
6. Implementing suitable method in writing a a final year project

(The last three competencies are long-term competencies)

(Adapted from Mukminatien, 2014)

It is obvious that based on Table 1 the Core Competencies basically can be classified into two categories of values: non academic and academic ones. When elaborated into observable behaviors as achievement indicators, some can be grouped into short term achievement, while others into long term achievement (especially Core Competence 4). Then a set of observable behaviors are formulated, and they could function as instructional objectives in designing ELT materials.

Thus, the ELT materials designers in this case can be the English practitioners (teachers or lecturers) need to consider these core competences. Definitely, the curriculum and the context are variables that will significantly impact on decisions about designing teaching materials. Many teachers are bound by mandated curriculum defining the content, skills and values to be taught. In short, it is the teachers' responsibility to ensure that the goals and objectives of the overarching curriculum are kept close at hand when designing materials (Nunan, 1998).

FACTORS TO CONSIDER WHEN DESIGNING ELT MATERIALS

Besides considering the curriculum as the most important variable in designing the materials, there are five more factors that the ELT materials designers need to take into account when embarking on the design of teaching material for their students. The first and most important factor to be considered is the learners. Any considerations of syllabus or materials design must begin with a needs analysis. This should reveal learning needs with regard to English language skills in listening, speaking, reading, writing, vocabulary knowledge and grammar; as well as individual student's learning preferences. It is not just learning needs that are relevant to the teacher as materials designer. However, equally important is the knowledge about students' experiences (life and educational), their L1 language and level of literacy in it, their aspiration, their interests and purposes for learning English.

The resources and facilities available to the teacher-designer are also considered as an element of context. Clearly teacher must be realistic about what they can achieve in terms of materials design and production within the limitations of available resources and facilities. Access to resources such as computers (with or without internet access), a video player and TV, radio, cassette recorder, CD player, photocopier, language lab,

digital camera, whiteboard etc. will impact on decisions in materials design (Hadfield and Hadfield, 2003).

Personal confidence and competence are factors that will determine an individual teacher's willingness to embark on materials development. This will be influenced by the teacher's level of teaching experience and his or her perceived creativity or artistic skills and overall understanding of the principles of materials design and production. In reality, most teachers undertake materials design to modify, adapt or supplement a coursebook, rather than starting from scratch, and this is probably the most realistic option for most teachers. Decisions available to teachers include as what have been suggested by Harmer (2001) and Lamie (1999): (1) add activities to those already suggested, (2) leave out activities that do not meet the students' need, (3) replace or adapt activities or materials with supplementary material, authentic materials and teacher-created supplementary materials and (4) change the organizational structure of the activities, for example, pairs, small groups or whole class.

Copyright compliance factor is also considered important in materials design. Teachers need to be aware of the restrictions that copyright laws place on the copying the authentic materials, published materials or materials downloaded from the internet for use in the classroom. This is particularly important when creating course materials that will be used by a large number of classes over time. Copyright law has implications when creating materials that include excerpts from published works. An example of this would be creating a worksheet that uses the pictures or excercises from a commercial text, alongside teacher-created activities. While an idea can be copyright, the expression of the idea can be and teachers need to be mindful of this.

The last is time factor that teachers need to consider who wish to design their own materials. It is thus, important to consider ways to make this aspect manageable. Block (1991) suggests a number of ways in which teachers can lighten the load, including sharing materials with other teachers, working in a team to take turn to design and produce materials, and organizing central storage, so the materials are available to everyone.

DESIGNING A SAMPLE OF ELT MATERIAL BY INCORPORATING CULTURAL CONTENT THAT ENTAILS CORE VALUES

ELT materials form an important part of most English teaching and learning. From textbooks, videotapes and pictures to internet, teachers rely heavily on a diverse range of materials to support their teaching and their students' learning. However, despite the current rich array of ELT materials commercially available, many teachers continue to design their own materials for the classroom use since the commercial materials do not fit the learning goals as assigned by any particular curriculum of educational context (Block, 1991; and Altan, 1995). In fact, those learning materials are not targeted to any specific group of learners or any particular culture. This implies that the available teaching and learning materials do not fully support and lead to the intended teaching and learning goals.

In the Indonesian EFL context, for the majority of the learners learning a foreign language, their own culture is so much given that they barely recognize it. In that respect, the process of learning another language involves a process of acculturation. Distant places and peoples are becoming more and more reachable each day. Learners are likely to gain an understanding of other cultural identities and be culturally literate

to interpret the messages they will confront. Therefore, it is crucial for teachers to use pedagogic models in teaching cultural content that contains the core values.

However, teaching a foreign language differs from teaching a second language in that teaching takes place in a classroom setting where students speak a language other than the target one. Thus, students have reduced chances to use the target language in limited classroom discourse. Although students can experience the relationship between their home culture and target cultures through school trips or exchange projects, these opportunities are rare and occasional.

Therefore, it is necessary that foreign language teachers design ELT materials for classroom use. They should also design real life activities based on the given material in the speaking activity. These activities are particularly effective because they move students into the area of cultural learning to intercultural learning. As the material designers, it is crucial for teachers to develop their own cultural awareness and enrich their sensitivity to other cultures and avoid cultural prejudices or stereotypes. In the following appendix, a sample of ELT material design which incorporates core values is presented to help students reflect on their own language and culture, as well as that of others.

Sample of ELT material

Classroom manners

Skill areas: Reading and Speaking
Target Students: Senior High School and Undergraduate students
Aims (core values):

- ✓ discipline,
- ✓ responsibility,
- ✓ having good manners
- ✓ avoiding cultural misunderstandings,
- ✓ using critical skills to discover the motive for the depicted behavior,
- ✓ making students aware of correct forms of behavior on problematic occasions in the target culture

Before reading

1. Have you ever been late for class?
2. What was the reason? How did you come in?
3. What was your teacher's reaction?

Now read the first section of the text below. Discuss with your partner what the Professor's behavior might mean?

Emre's test in his history class took longer than the hour which was scheduled for the class, so he arrived at his math class about ten minutes late and discovered that the door to the classroom was closed. Emre knocked lightly on the door and waited for the teacher, Professor Smith, to open it. When she did, he quietly explained that he was sorry that he was late and told her that his history class took longer than he had expected. Professor Smith hardly seemed to be listening to what he was saying and actually started talking to the class again before Emre was completely finished. He noticed that she hardly looked at him as he took his seat. He felt that she was annoyed at him. A few minutes later, when the classroom became warm, Professor Smith opened the classroom door. About three minutes afterwards, Tom, an American student, came

into the classroom and quietly took his seat. Emre noticed that the teacher smiled and nodded at Tom within a few minutes from the time that he came in.

What did Professor Smith's behavior mean? Some possible explanations are given below. In groups of four read them and discuss the most probable explanation. Later, read the discussion to see if you have guessed correctly.

A. Professor Smith was annoyed at Emre because he was late and had not told her beforehand that he would be late. Americans expect explanations for lateness before the lateness occurs. Tom had given his explanation to Professor Smith beforehand, so it was not a problem.

B. Professor Smith was annoyed at Emre because he tried to enter the class when the door was shut. For Americans, a closed door signals a desire for privacy which should not be interrupted. As Professor Smith opened the door before Tom arrived, there was no problem with his coming into the class, even though he was later than Emre.

C. Professor Smith was annoyed at Emre because he interrupted her lecture by knocking at the door and trying to talk to her while the rest of the class was waiting. Once class has started, Americans expect that no one will interrupt except for an emergency. Tom did not interrupt when he entered late because he slipped quietly into his seat so that he did not annoy anyone.

D. Professor Smith was annoyed at Emre simply because he was a foreign student. She felt that the foreign students at the university were taking opportunities from the American students. She was not annoyed at Tom because he was an American.

Discussion of the possible explanations

A. Although it is true that Americans are very time conscious and dislike lateness, they also realize that lateness will occur for unexpected reasons and that it is impossible to always know beforehand when you will be late.

B. Some closed doors in the U.S. are signals of a desire for privacy. However, those closed doors are usually doors to private rooms - offices, bedrooms, bathrooms, etc. When doors to public rooms - classrooms, meeting halls, etc. - are closed, it is not necessarily a signal of a desire for privacy. It is more likely to be a sign that too much noise was coming in from the outside.

C. This is the best answer. Teachers in the U.S. expect as little interruption as possible when they are conducting their classes. If an interruption does occur, Americans would expect that there was something very urgent about the interruption or that it would have relevance to everyone in the class. Emre's matter was a private one with relevance only for him so it was not appropriate. The proper way to handle the situation is to slip into class as quietly as possible not interrupting the teacher or the other students as Tom did.

D. There are Americans who have prejudices against foreign students for one reason or another. However, such a prejudice is not a good thing to assume, particularly at the start and especially when there is no more proof than one incident. You should remember that all cross-cultural interactions are open to misunderstanding and you should allow much more time and evidence before making assumptions.

After Reading

What might happen if an American student were in your country and late for class?

CONCLUSION

Designing ELT materials by integrating core values can be possibly done by using the cultural content. As an aspect of curriculum, ELT materials play important role since they contain the elements of linguistic competence and cultural values for the learners' character building as mandated by the 2013 curriculum. A careful design of ELT materials in accordance to 2013 curriculum along with considering factors and guidelines for designing effective materials can give a meaningful contribution toward facilitating teaching core values in the ELT classroom. Exposing learners to well-designed learning materials can potentially develop their core competence.

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The Role of Material Development in EFL Class

Fahriany
UIN Syarif Hidayatullah Jakarta
fahriany@uinjkt.ac.id

ABSTRACT

In any language teaching situations success depends on giving proper consideration to both human elements,such as the role of the teacher on the nature of the students,and also to the human elements,such as the materials,The development of instructional materials can be seen from some patterns.This article discusses the important of material development in conducting English as a foreign language. There are many different materials that teacher can use for instance Informative (informing the learner about the target language), Instructional (guiding the learner in practicing the language), Experiential (providing the learner with experience of the language in use), Eliciting (encouraging the learner to use the language), and Exploratory (helping the learner to make discoveries about the language).:
'Instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom'.

Key words : Material Development, EFL class

INTRODUCTION

There are many different materials that teacher can use for instance Informative (informing the learner about the target language), Instructional (guiding the learner in practicing the language), Experiential (providing the learner with experience of the language in use), Eliciting (encouraging the learner to use the language), and Exploratory (helping the learner to make discoveries about the language).

Richard's (2001: 251) comment that 'Instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom'. The same point is made by Tomlinson et al. (2001) and Masuhara et al. (2008) in their reviews of currently used adult EFL course books: both conclude that the emphasis in most course books is on providing explicit teaching.

THE NATURE OF MATERIALS DEVELOPMENT

Tomlinson (2012) explains '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. Ideally, all of these processes should be given consideration and should interact in the making of language-learning.

In addition, Nunan (1991) stated that basically material development is dealing with selection, adaptation, and creation of teaching materials. In practice, it focused on evaluation, adaptation of published materials and creation (development of teaching materials by teacher in line with the existing syllabus).

- Select from existing Materials: *Materials Evaluation*
- Write your own materials*: Materials Development*
- Modify existing material*: Materials Adaptation*

MATERIALS DEVELOPMENT

How writers write Reports of how writers actually write materials reveal that they rely heavily on retrieval from repertoire, cloning successful publications and spontaneous 'inspiration'.

Johnson (2003) says he searched the literature in vain for reports of the actual procedures involved in writing materials. He missed accounts that have appeared, such as those by Byrd (1995) and Hidalgo, Hall &Jacobs (1995), as well as Prowse's (1998) report of how a number of well-known authors actually write their material. Hidalgoet al. (1995) consists of reports by materials writers in South-East Asia of how they wrote materials. Although some of them mention influence by principles of language acquisition (see 5.2), many report replicating previous materials, adapting activity types which had worked for them before and relying upon creative inspiration.

The writers in Prowse (1998) report similar approaches and stress the importance of thinking as you write, of how 'Ideas come to you at any time' during collaboration (p. 130), of thinking about the materials whilst doing something else, of being prepared to write many drafts and of being inspired. Some of the writers refer to prior planning but none to developing a principled framework or criteria before starting to write.

Johnson (2003) focused on expertise in task design. He studied the literature on task-based teaching but found nothing on the procedures involved in actually writing a task, so he set up an experiment in which eight expert materials writers and eight novices were asked to 'design an activity involving the function of describing people' (p. 4). He asked each writer to think aloud as they designed the task. Their 'concurrent verbalizations' were recorded and then analyzed. What they revealed was that the experts wrote their materials in very different ways from the novices.

There are very few publications offering practical guidance to materials writers on how to develop effective materials:

- Johnson (2003) gives his informed opinion on the expertise needed to be a good task designer and Spiro (2006) provides advice on how to become an L2 storywriter.
- Tomlinson (2003b, 2003c) proposes a flexible text-driven framework for developing materials and puts forward ways of ensuring that materials are humanistic.
- Tomlinson &Masuhara (2004) provide practical advice on developing materials, writing instructions, using illustrations and layout and design.
- Van Avermaet&Gysen (2006) and Duran &Ramaut (2006) give advice on writing tasks for young learners.
- Folio has been publishing articles providing information, advice and stimulus to materials writers twice a year since 1993.

MATERIALS ADAPTATION

Considering how teachers adapt materials systematically or intuitively every day, there is surprisingly little help for them in the literature. One of the major early books on materials development, Madsen & Bowen (1978), did, however, focus on

adaptation. It made the important point 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. In order to achieve this congruence Madsen &Bowen propose ways of personalizing, individualizing, localizing and modernizing materials.

Other early publications which provided help to teachers when adapting materials include;

- Candlin & Breen (1980), who criticize published communicative materials and suggest ways of adapting them so as to offer more opportunities for communication
- Cunningsworth (1984), who focuses on how to change materials so that they get the learners to do what the teacher wants them to do
- Grant (1987), who suggests and illustrates ways of making materials more communicative.

Experts who have given advice about adaptation in the nineties include;

- Willis (1996), on ways of changing classroom management and sequencing to maximize the value of task based materials,
- Nunan (1999), on procedures for making materials more interactive and
- White (1998), on ways of increasing student participation when using listening materials.

McGrath (2002) also devotes a chapter to discussing the objectives, principles and procedures of adaptation. He proposes 'four evaluative processes' (p. 59) when basing a lesson on a course book and goes on to discuss the issues and procedures involved in each process. Teachers may select the material that will be used unchanged, Reject either completely or partially sections of the material add extensions or further exploitation of the existing materials and replace components of the materials. McGrath sets a series of useful tasks for the readers to check their understanding of his suggested procedures and their ability to use them. Some of these tasks involve the reader adapting course book materials; others involve them in evaluating adaptations suggested by experts.

One problem with the tasks is that they are not situated in a specific learning context, even though one of the main objectives of adaptation is to make the materials of more value to the students using them. McDonough et al. (2012) solve this problem by getting the reader to make use of materials they are familiar with and to adapt them to make them more suitable for their own teaching situation.

Islam & Mares (2003) solve the congruence problem by situating their three example scenarios in three different contexts which they are familiar with. They borrow objectives and categories from previously published lists but include such objectives as adding real choice, catering for all learner styles, providing for learner autonomy, developing high-level cognitive skills, and making the input both more accessible and more engaging.

A different approach to adaptation is taken by Saraceni (2003), who advocates providing the learners with an important role in adapting the materials they are using. In order to involve learners in the process, she proposes that materials should actually be written with learner adaptation in mind, aiming to be learner-centered, flexible, open-ended, relevant, universal and authentic, and giving choices to learners. She also stresses that offering provocative topics and aesthetic experience can facilitate learner

adaptation. She criticizes published materials for being, for example, trivial, stereotypical and un-motivating, and provides an example of materials designed so that they can be adapted by the learners using them.

According to Cunningsworth (1995: 136), adapting material involves one or more of the following:

- Leaving out some parts of the material
- Adding material (published or your own)
- Replacing material with something more suitable
- Changing the published material to make it more suitable for your use

Furthermore, Cunningsworth adds that we may need to adapt course book because they are not ideal as they stand in any of the following areas:

- Methods (eg an exercise may be too mechanical, lacking in meaning, too complicated)
- Language content (eg there may be too much emphasis on grammar items that your students learn easily and not enough emphasis on those that they find difficult)
- Subject matter (eg topics may not be interesting to the students or they may be outdated or not authentic enough)
- Balance of skills (eg there may be too much emphasis on skills in the written language or on skills in the spoken language, or there may not be enough of integrating skills)
- Progression and grading (the order of language items may need changing to fit an outside syllabus or the staging may need to be made steeper or shallower)
- Cultural content (there may be some cultural references that need omitting or changing)
- Image (a course book may project an unfriendly image through poor layout, low quality visuals, etc).

Teachers adapt course books for all of the above reasons and in order to do so effectively we need to be sensitive to our students' interest, learning styles and motivation. We also need to be aware of what they find difficult and what they find easy, so as to be able to adapt materials in a way that makes them challenging linguistically and stimulating in their content, without being too difficult or user-unfriendly. In order to do this effectively, we need a good understanding of the nature of the materials that we are adapting, and experience of working in the learning/ teaching situation which we are adapting the materials for.

PRINCIPLE OF MATERIALS DEVELOPMENT

Despite the typical reliance on repertoire and inspiration reported in the preceding section, some writers do describe establishing principles prior to writing. Flores (1995: 58–59), for example, lists five assumptions and principles which drove the writing of a textbook in the Philippines, and Penaflorida (1995: 172–179) reports her use of six principles of materials design specified by Nunan (1988). Hall (1995: 8) insists that the crucial question we need to ask is 'How do we think people learn languages?' and goes on to discuss the principles which he thinks should 'underpin everything we do in planning and writing our materials' (ibid.).

Tomlinson (1998b: 5–22; 2011b) proposes fifteen principles for materials development which derive from second language acquisition (SLA) research and from

his experience, and a number of other writers outline principled approaches to developing ELT materials in Tomlinson (1998a, 2011a).For example, Bell & Gower (2011) discuss the need for authors to make compromises to meet the practical needs of teachers and learners and match the realities of publishing materials. They also articulate eleven principles which guide their writing.

Edge &Wharton (1998: 299–300) talk about the 'course book as ELT theory' and as a' genre whose goal is a dialogue about principle via suggestions about practice', and they stress the need to design course books for flexible use so as to capitalize on 'teachers' capacity for creativity'. Maley (1998, 2011) suggests ways of'providing greater flexibility in decisions about content, order, pace and procedures' (1998:280) and Jolly & Bolitho (2011) advocate a principled, practical and dynamic framework for materials development.

Tomlinson &Masuhara (2010), in reporting recent research, consider the application of many theoretical principles of language acquisition to the practice of materials development; a number of chapters report research results which could have important implications. Fenton-Smith (2010) describes the beneficial effects on Japanese university students' engagement and motivation from carrying out creative and critical output activities after extensive reading.

Tomlinson (2008a) provides critical reviews of ELT materials currently being used around the world and most of its chapters make reference to the principles and procedures of materials development. It also contains an introductory chapter on 'Language acquisition and language-learning materials' (Tomlinson 2008b), which proposes ways of applying commonly agreed theories of language acquisition to materials development. The principles proposed include:

- The language experience needs to be contextualized and comprehensible
- The learner needs to be motivated, relaxed, positive and engaged
- The language and discourse features available for potential acquisition need to be salient, meaningful and frequently encountered
- The learner needs to achieve deep and multi-dimensional processing of the language

ISSUES IN MATERIALS DEVELOPMENT

The value of textbooks for years there has been debate about whether or not the textbook is the best medium for delivering language-learning materials. The debate started in the eighties with Allwright (1981) putting forward arguments against ways in which textbooks deliver materials and O'Neil (1982) mounting a rigorous defense. Since then there have been numerous contributors to the debate. Regardless of the views of experts who criticize the use of textbooks, most language teachers seem to continue to use them.

Proponents of the course book argue that it is a cost-effective way of providing the learner with security, system, progress and revision, whilst at the same time saving precious time and offering teachers the resources they need to base their lessons on. It also helps administrators to achieve course credibility, timetable lessons and standardize teaching. Opponents of course books argue that they can disempower both teacher and learners, cannot cater for the needs and wants of their actual and provide only an illusion of system and progress.

Tomlinson's own view is that they need textbooks to save time and money and many teachers want a course book which provides everything they need in one source.

Based on his experience of talking to teachers and to learners, and of observing teachers using materials in over thirty countries, he would like to see more localized textbooks and more global textbooks which are designed to be flexible and to offer teachers and students opportunities for localization, personalization and choice. In addition, publishers could produce web-based global 'course books' which offer opportunities for choice, modification and replacement and which facilitate 'an ongoing process where materials are refined.

RESEARCH IN MATERIALS DEVELOPMENT

In a colloquium paper Richards (2005) stressed that all materials reflect the writers' theories of language, language use and language acquisition. He admitted that very few materials producers are also academic theorists and researchers and that there is very little research into the design and effects of materials, going on to suggest ways of connecting research and materials development.

Tomlinson (1998a, 2003a, 2008a, 2011a) focuses mainly on ideas for innovation in materials development but does also include reference to research which could have significant implications for materials development. For example, Tomlinson (1998b, 2011b) reports on major research findings in SLA and proposes ways of connecting them to materials development and use, and (2011c) on research into L1 and L2visual imaging, suggesting ways of applying the findings to developing activities for L2 learning.

So there is already quite an extensive literature on research and materials development but regrettably little of it provides empirical evidence of the effects of materials on their users. Interestingly, none of the projects reported was conducting research on the effects of global course books, though many were reporting on projects to find replacements for them.

Chapelle (2008) argued that we need to take materials evaluation forward into a more research-oriented framework, which will enable us to make claims about the effects of materials on the basis of evidence from research.

CONCLUSION

Teachers seem to be more constructively critical of their course books and to be more willing, confident and able to localize and personalize their course books for their learners. This is especially so in regions where teachers have been trained as materials developers, either on teacher development courses or on national or institutional materials development projects.

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Implementing Project-Based Learning in Scientific Writing Class

M. Zaini Miftah
State Islamic Institute of Palangka Raya, Central Kalimantan, Indonesia
miftahmzaini@gmail.com

ABSTRACT

Project-Based Learning (PBL) is a model for classroom activity emphasizing learning activities that are long-term, not isolated, student-centered, and integrated with real issues and practices. The practice of PBL is also practical and purposeful to encourage the students to learn creatively based on their fields of interest. In the classroom of Scientific Writing course, the students tend to be encountered with the real problem, producing a research proposal. It will become the crucial issue for the obligation to undergraduate thesis writing as the real-world investigation in the next semester. It might also become the challenge in their future life after graduation. Therefore, with the power of PBL through research proposal writing, it leads the student writers to develop the writing skill. In an attempt to deal with the challenging problem, this paper introduces the appropriate teaching procedures to lead to the success of implementation of PBL in Scientific Writing class. More importantly, since PBL is both process and product oriented, writing process in the writing instruction is discussed and implemented as well.

Keywords: Project-Based Learning, Writing Skill, Scientific Writing, Research Proposal Writing

INTRODUCTION

Writing as one of the productive skills is the crucial problem for learners. It is essentially a solitary activity that writers are required to organize ideas in such a way that their ideas can be understood by readers who are not present and perhaps are not known to the writers (Byrne, 1984:5). For Indonesian learners, writing is commonly a difficult activity when it is not their habits. Teacher needs to engage learners earlier with easy and enjoyable activities, so that writing activities become a normal apart of writing classroom and present chances for learners to achieve almost instant success as well (Harmer, 2007:113). Thus, one current issue is that teachers of English as a foreign language (EFL) in Indonesia are required to build writing habit for their learners.

In EFL writing class of the university in Indonesia, the writing activities are still far from the success of teaching target. After a few semesters of assigning paragraph and essay writings in the writing courses to English Department students of the university, in fact, it is not enough for them to encounter their real issues to the success of their tasks in the next period for the graduation preparation or in job fields. The trend problem shows that the students will be encountered a crucial problem, producing a research proposal for the obligation to undergraduate thesis writing as a final project in the next semester. It might also become the challenge in their future life after graduation.

To deal with this challenge, EFL teachers in Indonesia need to employ an appropriate English teaching and learning method that should encourage students to use language with an emphasis on communicative purposes in real world settings, rather than solely focus on accuracy as in traditional instruction (Poonpon, 2012:2). Thus, the students should be encouraged to convey messages more than be concerned about grammatical rules when they use English for communicative purposes.

The current issues of the writing teaching recommend to the development of the classroom writing activities. According to Harmer (2007:112), in the teaching of writing the kind of writing and the way that is asked students to do should depend on several things, one of them, however, on their level and interests. Additionally, writing teachers are recommended to involve the students in the process of writing when the teaching purpose is writing-for-writing (Harmer, 2007:113). Similarly, Brown (2001:335) points out that focusing on the process of writing can lead to the final written products. In short, in teaching writing-for-writing, the level of students and their interests should be firstly recognized, and the writing process and product should be implemented.

The classroom of Scientific Writing course is the class to facilitate the students to get involved in writing activities. They are trained to become skillful writers on a project writing that requires students to write a research proposal. As stated in the course objective of the course syllabus, the course is particularly designed to help the students develop a research report by providing them with the knowledge of how to write research proposal/report using the technique such as note-taking, summarizing, paraphrasing, synthesizing, quoting (direct & indirect quotations), innoting, footnoting, endnoting, and referencing. (Tim Review Kurikulum, 2011).

In response to the aforementioned problem encountered by the students, therefore, Project-Based Learning (PBL) through research proposal writing should be implemented in the Scientific Writing classroom. With the power of PBL through research proposal writing, there is a hope that the students become better at writing, whatever kind of writing that might be. As mentioned by Harmer (2007:112), for the distinction of writing-for-writing in the classroom, the activity is directed at developing the students' skills as writers. Since the writing activity is purposeful to get well-prepared for writing, the implementation of PBL through research proposal writing can be applicable in the classroom.

The current theories support the implementation of PBL in the teaching of writing skill. According to Stoller in Poonpon (2012:2), implementation of PBL is oriented to both process and product. In the classroom activities students have chances to implement several skills such as problem solving, creativity, teamwork, as well as language at different work phases, so the students' works and skills are developed (Brunetti et al. in Poonpon (2012:2). Thus, when implemented PBL in writing instruction, it is suggested to be through writing process and product as well.

Why PBL used as teaching method is valuable in teaching writing because it effectively helps students improve communication and collaboration skills (Bell in Moyer, 2013:3). PBL also utilizes the communicative approach to language instruction in which students use the language to engage in meaningful tasks (Chamness & Mikulec in Moyer, 2013:4). Similarly, Masrom & Yusof (2013:21) argue that PBL is a method of language teaching which is designed to help students learn key academic content and practice variety of skills such as collaboration, communication, critical thinking, creating high quality of authentic products and presentations. Moreover, Wahyuni

(2014:194) recommends the use of PBL since it is an alternative teaching method which is required to provide student writers with knowledge and give practical skills and experiences in identifying problems and developing topics into research proposals. Therefore, in PBL students go through an extended process of inquiry in response to a complex question, problem, or challenge typically in a final project in form of producing a research proposal.

In addition, about the benefits of PBL, Prince & Felder (2006) state that it is useful for both teacher and students. PBL can allow a teacher to create projects that foster interdisciplinary learning, engaging students to get involved in writing practice (a research proposal writing), in which they have opportunities to build relationship and interaction. The teacher's role is not to direct the process of learning, but to act as a guide for the learners' own selfdirected efforts (Benson in Ke, 2010:101). Meanwhile, students can collaborate on meaningful projects that require critical thinking, creativity, and communication in order to solve complex problems. Thus, by making learning relevant to them in this way, students comprehend a purpose for mastering the content concepts and required skills in the production of a project.

In short, this paper adds to the body of work on the implementation of PBL by introducing the research proposal writing, implemented at EFL writing class in Indonesia. It deals with introducing the appropriate teaching procedures to lead to the success of implementation of PBL in Scientific Writing class. In short, the paper discusses how the project satisfied the conditions for successful PBL.

LITERATURE REVIEW

Project-Based Learning

The term "project" used in EFL context was first proposed by Fried-Booth in Ke (2010:100). He indicated that language tasks arise naturally from the project itself, "developing cumulatively in response to a basic objective, namely, the project". The project work is as involving multiskill activities which focus on a theme of interest rather than specific language tasks. Similarly, According to Hedge (2002), projects are extended tasks which usually integrated language skills by means of a number of activities. These activities combine in working towards an agreed goal and may include the following: planning; the gathering of information through reading, listening, interviewing, and observing; group discussion of the information; problem solving; oral and written reporting; and display. In the sense of implementation of Project-Based Learning (PBL) in this paper, it surely agrees with the above definition.

According to Moyer (2013:13), PBL is defined as an instructional method that can be very useful in teaching nearly any subject. PBL focuses on general concepts, thoughts, and principles of a discipline (Kalyonc & Tepecik in Moyer, 2013:13). It includes students' duties as searching, achieving information and creating a product by integrating this information in a meaningful way for the solution of the problem. It lets students work in their unique ways and build their own knowledge.

PBL has many benefits. As asserted by Moyer (2013:13), some researchers indicated that PBL promotes student-centered learning, as well as flexible thinking and problem solving. PBL has been shown to help students with learning difficulties gain benefits in the areas of motivation, academic performance and group work. Additionally, Miekley (2009) adds that the benefit of PBL for students is to connect English with problems outside the classroom. In this context, students can connect the

activities in Scientific Writing class to the problems of their next semester that is how to produce a research proposal.

PBL is an ideal method for teaching English. According to Bell in Moyer (2013:13), PBL helps students improve communication and collaboration skills. In the traditional approach to teaching foreign language students spend most of their time learning about the language. In the writing classroom students already have a vocabulary base and some abilities to communicate in the language being studied, productive skill in form of writing. PBL utilizes the communicative approach in which students use the language to engage in meaningful tasks (Chamness & Mikulec in Moyer, 2013:13). This allows students to practice and improve the writing skills they already posses.

Furthermore, Heick (2013) states that PBL is generating a great deal of activities in the world of education. In a PBL classroom, teachers present problems that students must solve together in groups. Also, teachers give students the resources or how to survey the materials they need to research concepts and apply them in a practical form. Mistakes are allowed and even expected in the course of meaningful learning. As a result, students become active rather than passive learners and build important language skill such as research proposal writing skill.

The primary characteristics of PBL summarized by Stroller in Ke (2010:100) are as follows. First, PBL focuses on content learning through language learning. Second, it is student-centered with the teacher playing a role in offering support and guidance throughout the process. Third, it is cooperative rather than competitive; students can work on their own, in small groups, or as a class to complete a project. Fourth, it leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks. Fifth, it culminates in an end product that can be shared with others. Finally, it is potentially motivating, stimulating, empowering, and challenging; students can build up confidence, self-esteem, and autonomy as well as improve their language skills, content learning, and cognitive abilities.

In addition, Simpson in Poonpon (2012) points out that PBL has a significant effect on the development of the low and medium ability groups of students. The high ability students show progress in writing. It can also enhance their learning skills (teamwork, High-order thinking and presentation skills) together with self-confidence.

In a conclusion, since PBL is potentially motivating, empowering and challenging to language learners, it usually results in building learners confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities.

Why PBL can Fit in a Scientific Writing Class

To teach English skills, typically writing skill, it needs to have the activities to lead the students to get involved in. PBL can be a very useful tool in the EFL writing classroom. Through engaging in PBL, Indonesian students can use the language skills they have already gotten. In this context, PBL implemented in the Scientific Writing classroom is to encourage students to apply their language skills and knowledge to complete a task, a final project in form of producing a research proposal.

PBL is a flexible teaching activity that can be part of the lecture activities in the Scientific Writing class with any possible arguments. First, there would be a clear connection between the skills students were learning in the classroom and the world outside classroom (Miekley, 2009). It means that there is a useful a relationship between

the skills students were learning such as research proposal writing skill and the real problem referring to the obligation to undergraduate thesis writing and other relevant problems of their jobs after graduation.

Second, PBL proves to the students that imagination and creativity are connected to research and expository writing. Here is the activity that hits all the major elements of the higher level of Bloom's Taxonomy: analysis, evaluation, and creation. By allowing the students to choose the format of their own topics what they know, the quality of the final project is tremendous (Edutopia, 2012). As a result, the students could develop projects individualized, unique, and specific from each other.

Third, a final project to write a research proposal for undergraduate thesis is the students' scientific work written based on research on any provided fields of students' interest. It would be surely expected to yield contributing results to the development of science and technology (Wahyuni, 2014:193).

In addition, the project would combine a series of writing tasks that had been previously completed in a number of different assignments in the several courses. The students would continue to survey materials, to start writing by note-taking and summarizing, paraphrasing, synthesizing, quoting, and referencing, and to describe by conferencing, and they would also revise and edit, and prepare to present to be a final version, so all of these tasks would be connected (Edutopia, 2012). Thus, it requires use of the entire writing process from brainstorming through revision, editing, and final draft regardless of the genres picked and the topic chosen.

Finally, PBL could be more flexible. It allows room for the teachers to add their own pieces or combine it with other instructional techniques or strategies such as combining it with research proposal writing. PBL fits in this writing class since it is fully integrated. It means that the project is used throughout the schedule of the Scientific Writing class. The students might do their project works throughout the entire day. So, they could write to describe learning experiences, create a research proposal as a final product, and reflect on their project works.

Steps in Implementing PBL through Research Proposal Writing

To implement PBL through research proposal writing, it follows the structure of a project that can be roughly separated into parts – process and product writing (Stoller in Poonpon, 2012:2). The two parts represent the opportunities to use several skills such as problem-solving, creativity, teamwork, as well as language at different work stages, so the work and language skills are developed (Brunetti et al. in Poonpon, 2012:2). To be more practiced, the process of writing such as planning, drafting, reviewing, and editing as suggested by Harmer (2007:113) should be implemented in writing research proposal as a project. At the end of stage it is produced a research proposal as the final product of the process of research proposal writing as a project-based learning in Scientific Writing classroom.

The followings are the steps to implementing PBL through research proposal writing that can be described into pre-teaching, whilst-teaching, and post-teaching activities.

Pre-teaching Activities

1. Prepare the teaching materials for scientific writing (see the Core Materials in the Appendix 1) for planning activities.
2. Introduce the project and divide the students into groups.

Whilst-teaching Activities

3. Discuss problems that will be encountered by the students and what needed to be done about these problems. For example, in the next semester the student will be required to produce a research proposal for the requirement of undergraduate graduation. Therefore, the student should solve this problem.
4. Ask the students to discuss the problem and how to solve the problem in their own groups.
5. Ask the students to do a project that can be accomplished by the end of the Scientific Writing classroom. It is, individually, to write a research proposal based on the topic of their interest as the project-based learning.
6. Ask the students to write first draft of their proposal as drafting activities. To do so, they are assigned to do this project using several ways that have been discussed in the previous meetings such as surveying material, note-taking and summarizing, paraphrasing, synthesizing, quoting, and referencing.
7. Ask the students to have conference before their own groups for the first reviewing activities. Peer response technique is implemented in this step. When peer response activities are implemented, it is equipped with *The Guideline for Peer Response Activities (for Research-Proposal Writing)* as shown in the Appendix 2.
8. For editing activities, have the students revise and edit their proposals. The revision on the proposal should be based on their peers' responses, feedbacks, comments, or suggestions which are in form of written feedbacks.
9. Have the students individually present (oral presentation) the second draft of their proposals before the class for the second reviewing.
10. Ask the students to give responses, comments, or suggestions on the peers' works as peer feedbacks in form of oral feedbacks. The feedback should refer to the theory discussed in the previous meetings on how to write a research proposal.
11. Give responses, comments, or suggestions on the students' works when they are presenting their works as the teacher feedback in form of both oral and written feedbacks.
12. Based on the peers' and teacher's responses, comments, suggestions, or feedbacks, the students are required to revise and edit their works.

Post-teaching Activities

13. Based on the revision on the second draft, ask the students to rewrite their works to be the final products as the final version of their research proposals.
14. Review and reflection of the writing process by discussing the results of the writing products.

CONCLUSION

This paper has shown what a Project-Based Learning (PBL) is and how it can be implemented in the Scientific Writing classroom. With the implementation of PBL through research proposal writing, the students are assigned to produce their research proposals as the requirement for the obligation to undergraduate thesis writing. It can hopefully help them to get well-prepared for the graduation. The PBL as a teaching

method of writing skill belongs to the long-term type, and the students are demanded to work collaboratively by implementing several skills such as problem solving, creativity, teamwork, critical thinking, and communication to create the research proposal as a final project. When the students have been familiar with this activity, they might be assigned to produce other projects such as their undergraduate theses and the projects related with their future jobs. The implementation of PBL via research proposal writing in Scientific Writing class may be done by following the process of planning, drafting, first reviewing (revising and editing), second reviewing (revising and editing), and publishing. Therefore, to produce high quality of the authentic products typically research proposal/thesis proposal, it should be through those writing processes. In this case, the teacher's role is to be a facilitator acting as a guide for the students' own self-directed efforts to be better at writing.

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Appendix 1: Core Materials of Scientific Writing Course

The core materials of Scientific Writing course are based on the course syllabus that can be described in the course outline. The required book for the course is, *Study Skills for Academic Writing (Student's Book)* written by Trzeciak & Mackay (1998). Meanwhile, the recommended books used are from other relevant references. Generally, the core materials for a discussion refer to the theory how to write a research proposal. They cover:

1. Surveying material
2. Note-taking and summarizing
3. Paraphrasing
4. Synthesizing from difference sources
5. Quotation
6. Innoting
7. Footnoting
8. Endnoting
9. Referencing
10. Review of the structure research proposal: background of the study, statement of the problem of the study, objective of the study, significance of the study, hypotheses (if any), variable of the study, definition of key terms, literature review, research design, instrumentation, data collection and analysis techniques, and references.
11. Choosing a topic and collecting data

Appendix 2: Guideline for Peer Response Activities (for Research-Proposal Writing)

Writer : _____
Reviewer : _____

Answer the questions (yes or no) and give responses /feedbacks/ comments/ suggestions.

1. Does the research proposal reflect the writer's topic of interest?
   Comments/suggestions:
2. Is the research proposal written based on the structure outline of quantitative or qualitative approach?
   Comments/suggestions:
3. Is the title page included? And does the title reflect research area?
   Comments/suggestions:
4. Are the pages numbered?
   Comments/suggestions:
5. Does the space use doubled spacing with Times New Roman font of size 12?
   Comments/suggestions:

6. Does the writing use language properly (using passive voice and present/future tense)?
   Comments/suggestions:
7. Is the rationale of the research clearly stated in background?
   Comments/suggestions:
8. Is/are the objective(s) of the research clearly stated and achievable?
   Comments/suggestions:

9. Is/are the hypothesis(es) (if any) listed appropriately?
   Comments/suggestions:
10. Does the background information provided relate to the research area of English with proper citation?
    Comments/suggestions:
11. Does the writer report the sources using summarizing?
    Comments/suggestions:
12. Does the writer report the sources using paraphrasing?
    Comments/suggestions:
13. Does the writer report the sources using synthesizing?
    Comments/suggestions:
14. Does the writer quote the sources using direct quotation?
    Comments/suggestions:
15. Does the writer quote the sources using indirect quotation?
    Comments/suggestions:
16. Does the writer report the sources using indirect quotation with footnoting?
    Comments/suggestions:
17. Does the writer report the sources using direct quotation with footnoting?
    Comments/suggestions:
18. Does the research proposal use research design properly?
    Comments/suggestions:
19. Are the references at least 10 ones cited from various sources in the 5 last years?
    Comments/suggestions:
20. Are the references cited according to APA format and arranged in alphabetical order?
    Comments/suggestions:

Designing Curriculum for English Language Teaching Based on EFL Learners TOEFL Exam Result

M. Fadhly Farhy Abbas
University of Lancang Kuning, Indonesia
farhy2@gmail.com

ABSTRACT

English as Foreign Language (EFL) learners at English Education Department in Indonesia are highly expected to take Test of English as a Foreign Language (TOEFL) or other English Proficiency Test as one of requirements to attend thesis examination. The result of the learners' test can be used as positive contribution toward the development of curriculum design of English Language Teaching (ELT) at English Education Department in Indonesia. Therefore, it needs a study to explore and analyze how well the learners' ability in taking TOEFL exam. This study aims at investigating the learners' ability in taking TOEFL exam, especially in answering structure and written expression section. Quantitative method employed in this study. The research design used was descriptive quantitative. This study was conducted on May 2015 at University of Lancang Kuning, Indonesia. There were 17 learners elected as sample of this study. Furthermore, the learners' score was calculated by using converted score and its formula, then the scores categorized into some levels. The result showed that the learners' ability in taking TOEFL was mostly categorized into ***Extremely Limited User*** *level. The learners' ability in answering structure and written expression section was also low. Therefore, it is suggested for Head of English Education Department in Indonesia to give an extra preparation of grammatical mastery for the learners. As a result, this preparation can ease the learners in answering structure and written expression section in TOEFL. In addition, TOEFL can be effectively integrated in curriculum of English Language Teaching.*

Keywords: TOEFL, structure and written expression section, curriculum design, English Language Teaching, English Education Department.

1. INTRODUCTION

Test of English as a Foreign Language (TOEFL) is a test used to measure English ability of foreigners in which English is not their mother tongue (Philips, 2000:xiii). According to Educational Testing Service (1997:11), the TOEFL program encourages use of the test scores by an institution or organization to help make valid decisions concerning English language proficiency in terms of its own requirements. Therefore, the use of the test score is already applied in most universities in Indonesia, especially in Pekanbaru-Riau.

University of Lancang Kuning (hereafter UNILAK), especially English Education Department, Faculty of Teachers Training and Education uses TOEFL score as one of requirements to attend thesis or comprehensive examination. It means that, every single learner or student at the fourth year should achieve 450 as minimum score

of TOEFL determined by the faculty. The test score will describe the level of English ability of the test taker.

One of the sections or parts in TOEFL is structure and written expression section. In this section, the test takers are given some questions related to grammatical mastery. Therefore, the test takers are intended to have good ability in grammar in order to ease them in answering some questions about it. The more understanding the test takers have in grammar, the better result they will get in answering some questions of it.

Based on this explanation, the writer interested to conduct research in order to analyze the learners' ability in answering structure and written expression section in TOEFL. The result of the learners test will be useful for the curriculum development of English Language Teaching (ELT) at English Education Department in Indonesia.

1.1 Research Question

The research question of this study can be formulated as follows: How is the learners ability in answering structure and written expression section in TOEFL?

1.2 Objective of the Study

This study aims at analyzing the learners' ability in answering structure and written expression section in TOEFL.

1.3 Significance of the Study

This research is expected to be useful especially for: English Department, lecturers, learners, the writer as a researcher, and future researchers.

1. English Department

   The result of TOEFL taken by the learners can be used as one of considerations to design a new curriculum.
2. Lecturers

   The lecturers can get clear picture of the learners' ability in answering structure and written expression section in TOEFL.
3. Learners

   The learners can get a reflection of their ability in answering structure and written expression section in TOEFL.
4. The writer as a researcher

   By doing this study, it can improve the knowledge about research and TOEFL.
5. Future researchers

   The references used in this study can be used by the next researchers to conduct further study.

2. LITERATURE REVIEW

2.1 Definition, Kinds, and Section in TOEFL

TOEFL is a test which is used to measure someone ability in using English. English ability means here covers: ability in listening some conversations uttered by native speaker through recording format, ability in using correct structure of English language, and ability in reading English texts.

In www.ets.org, Educational Testing Service (ETS) states that there are 2 kinds of TOEFL covering TOEFL IBT (Internet Based Test) and TOEFL PBT (Paper Based Test). There are 4 sections stated in TOEFL IBT such as: listening, speaking, reading, and writing. The score of TOEFL IBT is about 0-120, the score in each section is about

0-30. Then, TOEFL PBT has 3 sections covering listening comprehension (section 1), structure and written expression (section 2), and reading comprehension (section 3). The score range of TOEFL PBT is about 217-677. It means that, the standard of TOEFL score determined by English Education Department in Indonesia in line with the format format of TOEFL PBT. Therefore, the format used in this study is TOEFL PBT.

2.2 The Format of TOEFL PBT

Pyle and Page (2002:3) explain that the format of TOEFL PBT consist of 3 sections, they are: listening comprehension, structure and written expression, and Reading comprehension section. Each section has different number of questions and time allocation: listening comprehension section consisting of 50 questions with 30 minutes length, structure and written expression section covering 40 questions with 25 minutes length, and reading comprehension section consisting of 50 questions with 55 minutes length. So, the total number of questions in TOEFL PBT are 140 questions with 110 minutes length.

2.3 Scoring Guideline of TOEFL PBT

According to Philips (2000:394-395), scoring guideline and convertion of TOEFL PBT based on correct answer can be explained as follows:

1. Count the total of correct answer in every section
2. Convert all correct answer by looking at table of converted score
3. Multiple all the result of score convertion, times 10 and divided by 3.

By using these scoring guideline, the final score of TOEFL PBT can be obtained. For further information, it can be explained with this example: a test taker correct answer in section 1 is 30 and the converted score is 51, correct answer in Section 2 is 28 and the converted score is 52, and correct answer in Section 3 is 43 and the converted score is 58. So, the final score is 536 as seen in the calculation below.

$$\frac{51 + 52 + 58}{3} \times 10 = \frac{161}{3} \times 10 = 536$$

Moreover, the converted score of TOEFL PBT can be seen at Table 2.1 below.

Table 2.1: The Correct Answer and Its Converted Score of TOEFL PBT

Correct Answer	Converted Score of Section 1	Converted Score of Section 2	Converted Score of Section 3
50	68	-	67
49	67	-	66
48	66	-	65
47	65	-	63
46	63	-	61
45	62	-	60
44	61	-	59
43	60	-	58
42	59	-	57
41	58	-	56
40	57	68	55
39	57	67	54

38	56	65	54
37	55	63	53
36	54	61	52
35	54	60	52
34	53	58	51
33	52	57	50
32	52	56	49
31	51	55	48
30	51	54	48
29	50	53	47
28	49	52	46
27	49	51	46
26	48	50	45
25	48	49	44
24	47	48	43
23	47	47	43
22	46	46	42
21	45	45	41
20	45	44	40
19	44	43	39
18	43	42	38
17	42	41	37
16	41	40	36
15	41	40	35
14	37	38	34
13	38	37	32
12	37	36	31
11	35	35	30
10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	27
6	30	26	26
5	29	25	25
4	28	23	24
3	27	22	23
2	26	21	23
1	25	20	22
0	24	20	21

(Adopted from Philips, 2000:394-395)

2.4 Final Score Level of TOEFL PBT

According to ETS in www.ets.org, the final score of TOEFL PBT obtained by the test taker can be categorized into some levels. These levels can be described below.

1. Less than 400 (Non User)

In this score, the test takers are not able to use English in every context, situation, or topic.

2. 400-449 (Extremely Limited User)

The test takers who obtained this score are sufficient enough to communicate with basic level. Morever, the test takers are helped by interlocutor.

3. 450-489 (Marginal User)

In this score, the test takers are able to use basic English such as short sentences in a famliar context, situation, or topic**.**

4. 490-529 (Modest User)

The test takers with this score are able to understand the message in general, but specifically it is not clear yet due to some mistakes made by them.

5. 530-559 (Competent User)

In this score, the test takers are able to use English both oral and written in every kinds of context, situation, or topic, event though there are few mistakes happened.

6. 560-609 (Good User)

The test takers with this score are able to use English both oral or written effectively in every kinds of context, situation, or topic with very little mistakes.

7. 610-644 (Perfect User)

In this score, the test takers with this score are able to use English both oral or written effectively in every kinds of context, situation, or topic.

8. 645-670 Native Speaker like User

The test takers with this score are able to use English like a native speaker of English language.

3. METHODOLOGY

3.1 Research Design

The research design used in this study was descriptive quantitative. In this study, the researcher described data descriptively and analyzed it quantitatively by using scoring guideline, formula, and statistical computation.

3.2 Setting of the Study

The setting of this study was at English Education Department Faculty of Teachers Training and Education University of Lancang Kuning Pekanbaru, Riau Province, Indonesia.

3.3 Population and Sample

The population of this study were 113 learners. Moreover, the detail information about population of this research can be seen at Table 3.1 below.

Table 3.1: Population of the Study

No	Grade	Population
1	VII A	22
2	VII B	25
3	VII C	23
4	VII D	25
5	VII E	18
Total		**113 learners**

From the total of population above, the researcher took 15% sample (17 learners). According to Arikunto (2007:134), if total population are more than 100, the sample can be elected 10-15 % or 20-25% or more than that. In addition, the sampling technique used in this study was **simple random sampling**. This technique focused on how to take sample randomly without looking at the learners level of ability (Sugiyono, 2011:118). Moreover, the procedures of this study are as follow.

1. The researcher prepare the TOEFL exam for the learners.
2. The researcher analyzed the learners' ability in taking TOEFL PBT, especially in structure and written expression section.
3. The researcher concluded the learners' ability in answering structure and written expression section in TOEFL.

Furthermore, the procedures of this study can also be seen at Figure 3.1 below.

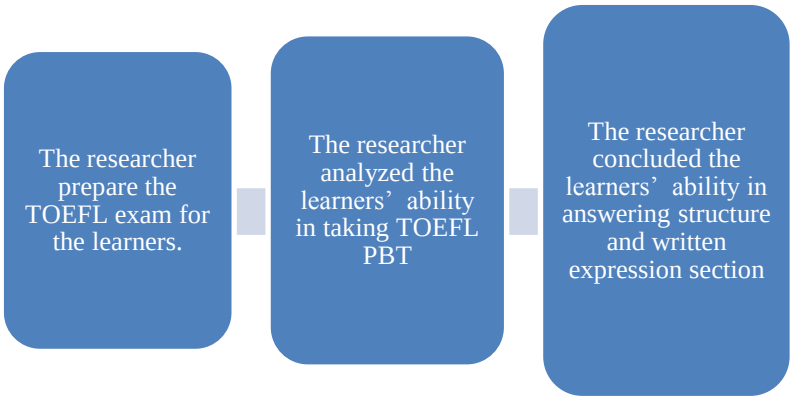

Figure 3.1: Procedures of the study

3.4 Technique of Collecting Data

In this study, the writer as a researcher collected the data by using test. The test used was in line with the TOEFL PBT format. Then, the learners as the samples of the study were asked to answer all questions existed in the test. After that, the researcher analyzed the learners' ability in answering the test, especially in structure and written expression section.

3.5 Technique of Analyzing the Data

The data which has been collected through the test was analyzed by using scoring guideline or converted score of TOEFL PBT. Then, the learners' final scores were categorized by using score level of TOEFL PBT derived from Educational Testing Service (ETS) in the website www.ets.org.

4 FINDINGS AND DISCUSSION

4.1 Findings

In accordance with the data gained in this study, it can be stated that the learners' result in answering TOEFL exam was categorized into **Extremely Limited User level**. It was because most learners got score below 450. It meant that, the learners scores were below the minimum score determined by the English Education Department. Moreover, the learners' ability in answering structure and written expression section was low. Most learners could not answer the questions correctly. Additionally, the learners score in TOEFL can be seen at Table 4.1 below.

Table 4.1: The Learners' TOEFL Score

Learners	Score	Level
1	423	Extremely limited user
2	413	Extremely limited user
3	398	Non user
4	409	Extremely limited user
5	408	Extremely limited user
6	509	Modest user
7	563	Modest user
8	403	Extremely limited user
9	369	Non user
10	403	Extremely limited user
11	451	Marginal user
12	449	Extremely limited user
13	411	Extremely limited user
14	421	Extremely limited user
15	399	Non user
16	385	Non user
17	398	Non user

From the Table 4.1 above, it can be seen that 9 learners got the score in **extremely limited user level,** 5 learners got the score in **non user level,** 2 learners got the score in **modest user level,** and 1 learner got the score **in marginal user.** It meant that, the learners who achieved the score in **extremely limited user level** were greater than the other levels. It can be mentioned that most learners' ability in taking TOEFL was categorized into **extremely limited user level**. It was also caused by low ability in answering structure and written expression section. Additionally, the learners' level of ability in taking the test can be seen at Diagram 4.1 below.

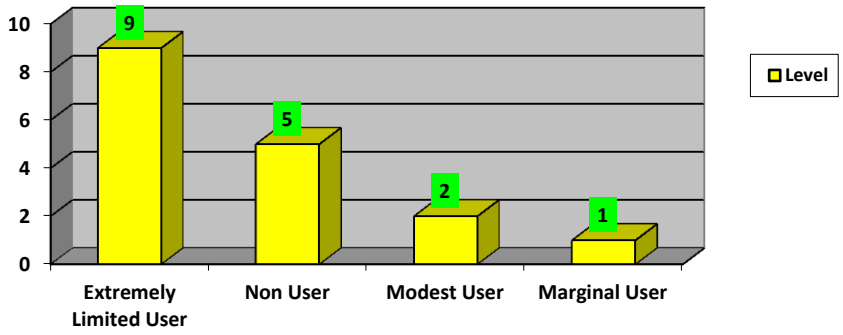

Diagram 4.1: Learners' Level of Ability in the Test

The Diagram 4.1 above showed that the extremely limited user level was greater in number achieved by the learners than non user level, modest user level, and marginal user level. Furthermore, marginal user level was the fewest in number achieved by the learners of other levels. Therefore, it can be mentioned that most learners ability in taking TOEFL was categorized into extremely limited user level. Moreover, the learners' score in structure and written expression section of TOEFL can be seen at Table 4.2 below.

Table 4.2: The Learners' Score in Structure and Written Expression Section of TOEFL PBT

Learners	Correct Answer	Score
1	18	42
2	16	40
3	8	29
4	13	37
5	12	36
6	30	54
7	37	63
8	10	33
9	5	25
10	10	33
11	26	50
12	19	43
13	15	40
14	17	41
15	9	31
16	7	27
17	8	29

The Table 4.2 above showed that the learner 7 achieved the highest score than others. From 40 questions of structure and written expression available, the learner 7 obtained 37 correct answer. Then, another learner who achieved good score was the learner 6. This learner obtained 30 correct answer. In other words, from 17 learners taken the test, only these two learners achieved very good score. However, the other

learners score were still low. In addition, the learners score in structure and written expression of TOEFL PBT can also be presented in the Diagram 4.2 below.

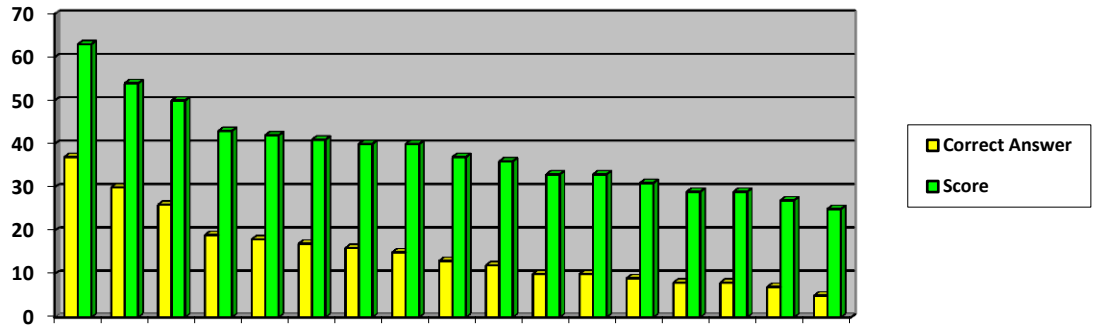

Diagram 4.2: The Learners Score and Correct Answer in Structure and Written Expression Section of TOEFL PBT

The Figure 4.2 showed that the highest score in structure and written expression section in TOEFL PBT was achieved by the first two learners. Meanwhile, the other learners obtained the lower score than the first two learners. It meant that, the learners' ability in answering structure and written expression section in TOEFL PBT was categorized into low level ability.

4.2 Discussion

In relation to the findings of this study, it can be generally mentioned that the learners' ability in taking TOEFL PBT was in low level and categorized into **extremely limited user level**. Specifically, the learners' ability in answering structure and written expression section was also in low ability. There were only 2 learners could answer the questions well, meanwhile the other learners were not able to answer it well. Most the learners felt difficult in answering questions related to grammatical mastery**.** It meant that the learners' grammatical mastery was also low. By having this study, it needs an effort or program to cover the learners' difficulties in answering TOEFL especially in structure and written expression section. Therefore, through that effort or program, the learners can answer the question in TOEFL easily and correctly, especially the questions in structure and written expression section.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings obtained from this study, it can be concluded that the learners' ability in answering structure and written expression section is in low level. In general, the learners' ability in taking TOEFL was categorized into **Extremely Limited User level** and below minimum standard score determinded by the English Education Department.

5.2 Suggestion

In line with the findings of the study, there are some suggestion addressed especially for :

1. Head of English Department

The result of TOEFL taken by the learners can be used as one of considerations to design a new curriculum.

2. Lecturers

The lecturers can obtain the learners' ability in answering structure and written expression section in TOEFL.

3. Learners

The learners can get a reflection on their ability in answering number of questions in TOEFL.

4. The writer as a researcher

By having this study, it can improve the knowledge about research and TOEFL.

5. The future researchers

The finding and references of this study can be used as one of the references to conduct further research.

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Infusing Local Culture in EFL Teaching Material: How a Teacher Integrates The Islamic Culture and How Students Perceive The Materials

Deby Irawan
Indonesia University of Education
debyirawan@outlook.com

English language teaching in Islamic institution recently become a raising issue in Indonesia. Facing the fact that most of the target language culture are in confliction with Islamic values, the awareness of providing Islamic culture friendly TEFL materials come to the age. However, the practice is far from perfection. As aiming to reveal one teacher practice of infusing Islamic culture in EFL teaching materials in the context of pesantren or madrasah and the students' perception of the materials, this study come into a conclusion. It should be confessed that the local culture integration practice in EFL teaching material is vary and still become a dilemma nowadays. The students' culture cannot only be understood in general, but need to be analyzed specifically. It is suggested for the teacher and the institution to restate their intention in integrating culture, and conducting a development project to compile one-stop materials considering the institution characteristics.

INTRODUCTION

Teachers' position in teaching and learning activity is as the negotiator between the materials and the students (McGrath, 2002). The implication on material selection process is that teachers must consider the students' needs and characteristic in selecting the materials. The phenomenon in Indonesia is that most of the teachers are not aware of their position as the negotiator. They simply follow the published syllabus and the provided material from the government without any adjustment to the students.

Language is culture bound (Spolsky, 1989). Learning a language means learning the culture as well. In the other words, language is learned in social context. This statement implies that if we want to learn English, we need to learn it in the target language cultural context. The problem is that some studies show that teaching English with their target language culture seems to be ineffective since the students have no sufficient knowledge about the culture and hinder their comprehension (Davoudi, 2014; Ding & Teo, 2013; Erten & Razi, 2009; Facke, 2003; Fatemi, Montazerinia, Shirazian, & Atarodi, 2014; Gilakjani & Ahmadi, 2011; Grath-McCullough, 2008; Hayati, 2009; Ibrahim, 2013; Lin, 2004; Royani, 2013; Tavakoli, Shirinbakhsh, & Rezazadeh, 2013; Wandel, 2003; Yousef, Karimi, & Janfeshan, 2014). The consideration lays on the concern of that students will only learn the content rather than the language itself. The learning process will only took place if the knowledge being taught to the students has a connection with their prior knowledge and meaningful for them, in this case is related to their surroundings (Nunan, 1999). In second language acquisition perspective, an input will be meaningful if the students are giving their attention to the input as it being taught explicitly (Schmidt in De Bot, Lowie, & Vesrpoor, 2005). When the students are familiar with the content or topic as the medium of the language teaching, they will not be burden to understand the content instead of use is as the medium of learning the

language form and function in a same time. In addition, in the context of character building which has become the objective of Indonesian education, an acceptable culture is a must (Faris, 2015). It means that Indonesian teacher are not allowed to simply use the target language culture content, but are needed to accommodate the local culture in teaching English as foreign language.

This study is contributing on the issue of local culture inducement in EFL teaching material, especially in the field of Islamic culture which rarely being touch. The motive of the units of analysis selection is because Indonesia has many Islamic schools so called *madrasah* and *pesantren* which teach English to their students. Hence, it is intended to show about how an Indonesian Islamic boarding school teacher teach English with Islamic culture and to reveal the students' perception of the materials.

Some studies report that teaching English in Islamic institution tend to raise a tension due to the institution perception on the ideology of English language and its culture (See Fahrudin, 2012; Rohmah, 2012; Tantri, 2013). The culture of English inner circle is seen as against the practice of Islamic institution. Diminishing that tension, list of adapted materials of ELT are proposed. The materials are needed to contain local cultural aspect, in this case in Islamic culture, which have been negotiated by employing intercultural consideration. Sort of materials' sources are discussed in theoretical framework.

In the preliminary study at one of Islamic boarding schools in Nagreg, the researcher found that one of the teachers negotiated Islamic culture in the EFL teaching material. The teacher stated that it was part of the school missions to integrate Islamic culture in teaching process. Even if some studies already reported the benefit of intercultural aspect in selecting teaching materials, the process behind the selection especially the one that related to Islamic culture is rarely being exposed. Therefore this study has its position in contributing to the issue of local culture negotiation in TEFL materials.

Related to the arisen problem above, the researcher formulates two research questions as stated as follow.

1. How does the teacher integrate Islamic culture in the EFL teaching materials?
2. What is the students' perception of the materials?

Avoiding misinterpretation, some key terms are need to be defined clearly. There are some key terms namely teaching materials and culture.

Teaching materials are anything which can be used by the teacher or learners to facilitate the process of teaching and learning a language (Richards & Schmidt, 2002). In this research, teaching materials refer to the materials chosen by the EFL class teacher to teach his student which contain Islamic culture.

Culture is set of practices, codes, habits, custom, and values that mark a particular nation or group (Merry, 2007; Richards & Schmidt, 2002). In brief, culture is a way of seeing and believing. In this research, culture refers to Islamic culture that are taught along the with the EFL material by the teacher in the classroom as the mandatory of the institution. The Islamic culture is included any attribute, places, customs, figures, and history related to Islam civilization.

THEORETICAL FRAMEWORK

Language and culture

Language is an unseparated entities with culture. Since it is a social mechanism, language are learned in social context (Spolsky, 1989). In classroom setting, pedagogical action needs to consider and sensitive to the cultural and environment context in which teaching take place (Nunan, 1999). Teachers in negotiating how and what to be taught must consider the students characteristic. Burns and Joyce (in Nunan, 1999) identify three set of factors that may cause a reluctant on the part of students participation in classroom activity. One of them is the culture. It is stated that cultural knowledge take a part in students comprehension as reported by Steffensen (in Nunan, 1999). He comes to a conclusion that reading material which contain the students culture will be comprehended better that the one that content an unfamiliar cultural content. Part of the cultural background is the students' prior education experience (O'Malley & Chamot, 1995).

The dilemmas between global and local content in EFL teaching and learning are arisen rapidly. The issues related to culture are emerge since English become a lingua franca. One of them is the paradigm shift in the teaching and learning of English (Kachru, 2005). Teachers now must aware of complexity issues of context, cultures, identities, etc. involved in the development of world English. In this term, English literatures are needed to be contextualized based the region culture where English is taught (Kachru & Smith, 2008), or in the other word known as 'cultural literacy' (Breidbach, 2003). Teaching English by this way allows students to learn English without any fear of losing their cultural identity, but at the same time become capable to use different languages (Janssen, 1999 in Breidbach, 2003). Beside the comprehension consideration, learners' social and cultural milieu also determine the extent to which they hold positive attitude towards the learning situation (Ellis, 1996).

Another issue related to English as lingua franca is dealing with the purpose of the TEFL, whether it related to global or local purpose (Mahboob & Tilakaratna, 2012). In determining the purpose, the policy makers still need to consult with the local expert to make it contextual with the existing conditions and demands. This effort will lead to the best practices which not being seen as odd matters in the local society. When the program is suit the local context, the public will receive it and the practitioner or other stakeholders can implement it successfully. Of course the adjustment according to the context will lead to content adjustment, specifically in the cultural theme (Kachru & Smith, 2008).

Research on culture in TEFL

Some studies related to the infusing of local culture have been done. They believe that language learning cannot be detached from the cultural context. They also argued that the best way to teach English is by exposing the students to intercultural aspects (Al-Jadidi, 2009; Al-Khayyat, 2010; Ho, 2009; Turvey, Yandell, & Ali, 2012) by means of learning English in contextualized to local culture while still preserving some of the target language culture. It is supported Sybing (2011) who affirm that the native culture of English cannot be separated from its language even if English has become lingua franca. Other researchers argue that the urgency of intercultural aspect is to foster tolerance (Abdollahi-Guilani, Yasin, Hua, & Aghaei, 2012; Al-Jadidi, 2009; Turvey et al., 2012). Meanwhile, other researchers found that intercultural application

also support learners' comprehension (Davoudi, 2014; Ding & Teo, 2013; Erten & Razi, 2009; Facke, 2003; Fatemi et al., 2014; Gilakjani & Ahmadi, 2011; Grath-McCullough, 2008; Hayati, 2009; Ibrahim, 2013; Lin, 2004; Royani, 2013; Tavakoli et al., 2013; Wandel, 2003; Yousef et al., 2014) and learning motivation (Fatemi et al., 2014; Liton, 2012; Nemati, Marzban, & Maleki, 2014; Rowsell, Sztainbok, & Blaney, 2007). When students are dealing with a new information, they tend to recognize the aspect of the materials that correspond to their own constructions.

Students' comprehension as the result of 'nativized' materials is not always followed by positive attitude. A study found that the materials were contextualized based on their cultural background lead to negative attitude of the students even when their comprehension is better (Tavakoli et al., 2013). They argued that it was not interesting to learn something that they have already known. The students expect to have a new knowledge in the learning process. However, the other still see the materials in a positive position as fostering their understanding.

Even if it is not always, EFL teaching and learning in Indonesia sometimes affected by the cultural issues in negative ways. Local culture and western culture seem to be at crossroad (Tantri, 2013). Even so, some teachers try to make a difference. Prastiwi (2013) found that some teachers in Indonesia have applied the intercultural practices. It have been done by using Indonesian traditional English translated folktales in teaching English. It is stated that the application was the local government policy to integrate local culture in education system. This practices are found serving dual purposes; supporting the mastery on target language while also enabling teachers to fulfill their obligation. In addition, Faris (2015) argues that to support the Indonesian education system which emphasize the character buildings, the acceptable culture in the textbook or any other material used in teaching is become a prerequisite.

Islamic Culture in TEFL Materials

Pesantren is the oldest concept of Islamic education institution in Indonesia. It has become the strongest Islamic institution and the center of Islamic development and propagation in Indonesia (Fahrudin, 2012). There are three dilemmatic condition which become the reason of why EFL teaching and learning in *pesantren* barely received. First, English teaching ideology is assumed as inner circle perspective. Second, the ideology of foreign culture teaching in *pesantren* and the third is the transcultural flow against *pesantren's* value (Tantri, 2013). This dilemmas is actually not only faced by Indonesian Islamic education institution only, but also in other countries where Islam is the nature of the society (see Charise, 2007; Ding & Teo, 2013). The demands of Islamic culture to dominate the ideological content in the EFL teaching materials are considered to be crucial in facilitating learners to mastering English while preserving their culture.

In order to diminish those conflicts, EFL teaching and learning materials in *pesantren* should be selectively built and developed according to *pesantren's* perspective (Fahrudin, 2012; Rohmah, 2012). Some techniques of integrating Islamic value are suggested. Those are by using English course-books which tailored with Islamic messages, using authentic material that contain Islamic messages, using supplementary material provided by ELTIS team (Rohmah, 2012), or using 'nativized' version of materials (Erten & Razi, 2009; Tavakoli et al., 2013). These suggestions of course requiring more effort and professional skill to assess and develop the best material based on the culture (Nemati et al., 2014).

From all the theories and recent studies previously mentioned, intercultural concept is considered as the most suitable framework in developing EFL teaching material in Indonesia. While teaching English with its culture, the existence of local culture is considered as a must. Especially in *pesantren* institution, the English inner circle countries' culture content on the materials can be adjusted flexibly referring to the *pesantren* value for the sake of defending the students' ideology. In 'nativize' the materials, teacher also consider the learners' perception of the materials. The main objective of negotiating the local value is to foster their comprehension and character building, not to ruin their expectation of the learning process. It also can be means that leaning the target language can act as the medium of leaning the students' culture rather than associating with the target language culture. This materials negotiation requires a well experienced teacher with a good analysis skill to assess the situation.

METHOD

Research design

The research questions were answered qualitatively by using case study method. The method suits the research questions since they are investigating process (Maxwell in Malik & Hamied, 2014). The units of analysis in this study are the Islamic culture in EFL teaching material and the students' perception of the material.

Participant and research site

The participants were chosen purposively, which is the typical sampling technique of qualitative research (Malik & Hamied, 2014). The information related to the teacher was collected from the preliminary study which identified some teachers who integrating Islamic culture in their teaching practice. The teacher was selected since he is already known as integrating Islamic culture in his teaching materials. The other participants were 23 students of grade XI. They were chosen since they were the students of the English teacher being studied in this study.

The research site is one Islamic boarding school in Nagreg. The school was chosen since it was an Islamic boarding school and a *pesantren* where the setting of the research might be fulfilled. This setting is become the pushing power for the teacher to infuse the Islamic culture in EFL teaching.

Data collection procedures

The data related to the process of infusing the Islamic culture were collected through classroom observation and document analysis. Member checking process were utilized by conducting semi-structured interview with the subjects. Furthermore, the data related to the students' perception of the materials were collected through a group interview.

There are considerations in utilizing classroom observation and document analysis to collect the data answering the first research question. The utilization of classroom observation was needed since teachers are expected to show and utilize Islamic culture in the EFL teaching and learning classroom activity. Meanwhile, the document analysis was needed to extract the culture in the material being used in the teaching and learning activity, for example is the reading material and topic selection in the lesson. After the data is collected from those two data collection procedures, member checking need to be done to clarify what the researcher found by interviewing the teachers. It was necessary because sometimes what they "say" is different with what

they "do" (Malik & Hamied, 2014). In the other terms, it is a triangulation process. The interview was also utilized to dig more information related to the teacher strategy in infusing Islamic culture in the EFL teaching materials.

Classroom observation were done several time by attending the subject's classroom teaching practice. This data collection procedure follows the steps from Malik & Hamied, (2014). In the first step, the researcher entered the participant actual setting of teaching, without any assumption in mind and without any manipulation on the classroom activities. Second, as the classroom activity in start, the researcher took notes of what happen in the situation. In The researcher was using an observation schemes and selected two main features related to the needed data (Nunan, 1992). The format of the observation sheet was adapted from usscience.edu. Third, the researcher listed some data needed for the study including date and topic on each observation. In this step, the writer also wrote the comments related to the data. Forth, the researcher listed the keywords related to the observation as well as the insight and or question after each observation. Fifth, for a better organization, each data were numbered as needed.

The data collected through classroom observation sheet and document analysis are subject to member checking process. This procedure was focusing on clarifying the phenomenon seen the classroom and document analysis result. The interview used stimulating recall technique (See Nunan, 1992, p. 94) by using the data from the observation and data analysis as the information being checked.

The interview is conducted after the data to answer the first research question was collected. The interview was focus group unstructured interview. The reason of the use of unstructured interview is to make the interview more like a casual conversation with the students (Gay, Mills, & Airasian, 2009). The use of focus group design interview also has another reason. It was intended to "collect shared understanding from several individual as to get views from specific people" (Gay et al., 2009, p. 372). The main question was developed from the previous research findings related to students' perception of 'nativized' materials.

Data analysis procedure

The data collected from the data collection procedure were analyzed as a whole. Each of the data will be analyzed simultaneously for each research question. The first research question was answered through analyzing the data collected from classroom observation, document analysis, and the member checking interview results. Then for the second research question, it was answered by analyzing the result of students' answers for the questionnaire.

The data collected from the classroom observation is the first data being analyzed in this research. The observation sheets were already have a coded data as it was designed only to collect information related to the implementation and content of the teaching materials. The main category narrowing the data was the Islamic culture in the materials. Then, the researcher analyzed one text used in the teaching activity that predicted contained Islamic culture. From the document analysis, the coded data from the observation is enhanced. Latter, the interview result were analyzed to triangulate the data from observation and document analysis, and also to reveal the procedure and motivation of the use of selected procedure. The data is analyzed using Maxwell qualitative data analysis.

The unstructured focused group interview data were also analyzed by employing Maxwell qualitative data analysis (in Ary, Jacobs, Sorensen, & Razavieh, 2010). The

data analysis was started by transcribing the recording of interview. The transcription process is needed to be done to make the interview result can be analyzed. It is also an opportunity for analysis (Maxwell, 1996, p. 78). The next step is analyzing. The interview transcription was analyzed by coding and categorizing the stated information. The category for the coding was compiled from the previous research findings of students' perception of 'nativized' materials. After the coding and categorizing steps is done, the statements are connected each other to find meaning. After all those analysis steps are passed, the result is reported in form of narration.

FINDINGS AND DISCUSSION

Teacher's procedure of infusing Islamic culture

The observation was focused on collecting data of the classroom activity related to the material being used. From the collected data of the first day observation, the teacher used several texts to teach descriptive text. At the previous meeting, the teacher assigned the students to read the existing text about descriptive text in the students' worksheet. Then, they discussed the text in the next meeting. Discussing the previously read text, they were talking about the core material of descriptive text such as the language features, text organization, and so on. In the middle of the lesson, the teacher introduce another descriptive text he made by himself. The text was about the Islamic female outfit. Then, again with the students he discussed the core material from the text. Closing the class, the teacher assigned the students to make a descriptive text about mosques or Islamic public figure.

At the second observation, the teacher recalled the material about descriptive text. After a while of having a conversation about the text, the teacher gave a text and list of questions to the students to be answered. The text was about the Nabawi Mosques. The students were given about 50-60 minutes to answer the text. After that, the teacher asked the students to exchange the answer sheet with the students' classmate for then checking and discussing the answer for the question. Closing the class the teacher collected the answer sheets.

The text for the students' task was analyzed to reveal the Islamic culture containment. It was found that the text is containing the history and the description of Nabawi mosque. It is relevant with the Islamic culture since mosque is Islamic worship place and Nabawi mosques is considered as one of the most important mosque in Islamic history.

Revealing the teacher's procedure and reason of employing such procedure in selecting the material, an interview with the teacher was held after the class. It was found that the teacher used authentic materials that contain the Islamic culture. At the first observation, he used a text of Muslimah Outfit to explain the core materials of descriptive text. Then in the second observation, he used a text of Nabawi mosque as a reading comprehension test for the students. Beside those two Islamic culture text, he still use a text provided in the text book to explain the descriptive text.

The teacher also stated that he was not always integrate the Islamic culture in the ELT materials. It was because he found it difficult to infuse Islamic culture in some teaching context. This statement is affirmed by the students' admission in the focused group interview. The action of infusing Islamic culture in the observed classroom activity was made possible because he found it was easy to use Islamic literature in

descriptive text. The other reason is because he found it difficult to find a suitable text that have been provided for certain genre of text.

As the teacher was asked about the source of the text which containing Islamic culture, he admitted that he was made the text by himself by translating some Islamic literatures into English. He finds the material in the internet and then make it into descriptive text in English. He stated that the institution is supporting him to always integrate the Islamic culture in classroom activity. However, the daunting process and limited source of the suitable text makes him only integrate the Islamic culture in some teaching activities.

The findings reveal some information answering the first research question. Based on the review of related literature, there we some ways of integrating the Islamic culture namely by using English course-books which tailored with Islamic messages, using authentic material that contain Islamic messages, using supplementary material provided by ELTIS team (Rohmah, 2012), or using 'nativized' version materials (Erten & Razi, 2009; Tavakoli et al., 2013). The students' worksheet is not containing any Islamic culture. Hence the teacher used authentic material that contain Islamic message as the alternative text. He cannot find any available source of Islamic culture content TEFL materials. Then, he just search a text that containing Islamic culture in the internet, and compiled it into an English descriptive text.

The challenges faced by the teacher in compiling Islamic culture content materials is in line with the previous research which stated that the material selection is requiring more effort and professional skill to assess and develop the best material based on the culture (Nemati et al., 2014). Even if the teacher was not always integrating the Islamic culture in each material, he seems aware enough to be responsible to provide culture relevant materials as the demand of the institution. The responsibility statement can be captured from the information that he is looking for the best window to use materials which suit the students' culture.

The students' perception of the materials

The interview was focused on revealing the students perception of the Islamic culture contained material the teacher used in teaching the descriptive text. It was found that the students felt that the materials were the same as the materials that do not contain Islamic culture in the way helping their comprehension. As they were asked about the reason is that because even if the material is containing Islamic culture, the students were still not familiar with it. In the other word, they still perceived the materials as new information for them.

The students also stated that the teacher provide a familiar text content to teach them in sometimes. They admitted that they need more text that familiar for them. The reason is that because a familiar text content may help them to understand more and help them to learn the language.

This finding is seems to be cross of the road from the previous research that negotiation of the students' culture will enhance the students comprehension (Davoudi, 2014; Ding & Teo, 2013; Erten & Razi, 2009; Facke, 2003; Fatemi et al., 2014; Gilakjani & Ahmadi, 2011; Grath-McCullough, 2008; Hayati, 2009; Ibrahim, 2013; Lin, 2004; Royani, 2013; Tavakoli et al., 2013; Wandel, 2003; Yousef et al., 2014). It can be the result of the teacher miss-selection of the materials. If the teacher wanted to have a text which is familiar for the students, he must not only consider the students Islamic culture background in general. However, the teacher need to know in detail

which information that the students are already acquired before. Even if the texts were containing the Islamic culture, it will still require the student to comprehend the material as a new information rather that something that they already familiar with. Turns out that part of cultural background is educational experience (O'Malley & Chamot, 1995). Hence, considering students cultural background is not enough in general terms. It should be assessed closely to decide what the students have already know or familiar with. The teacher may use a diagnostic test to map the students' previous cultural knowledge or a comprehensive analysis by employing needs analysis procedure.

The use of Islamic culture by the teacher may not intended to make the students' comprehension be better. It can be the mission of the institution itself to reduce the effect of target language culture material for their students. This assumption is in line with the solution proposed by some previous research in order to minimize the conflict of English teaching in *Pesantren* or any other Islamic environment (see Charise, 2007; Ding & Teo, 2013; Fahrudin, 2012; Rohmah, 2012; Tantri, 2013). It is also in line with Faris (2015) who stated that fostering character building needs acceptable culture content materials.

This finding also reveals that students are vary among them. When some students want materials that containing new information (Tavakoli et al., 2013), some others need something that they are familiar with in order to help them to master the language, as this study found. It gives more emphasis on the needs of analyzing the students closely before deciding the most suitable materials for the students.

CONCLUSION AND RECOMMENDATION

Culture issue has been recently become a debate along the consideration in EFL teaching materials. This study revealed reveal the fact that even the implementation is still vary among practitioners. It was found that a teacher was using Islamic authentic materials compiled from internet to construct Islamic culture bound text for teaching descriptive text. The practice of this effort was not applicable for all core materials demanded to be taught. The reason was the teacher saw it as a burden activity to always make the text by himself since he cannot find any pre-constructed Islamic culture bound text to teach English as foreign language.

The students' perception of the materials are also contributing to a future debate of the use of their cultural background in EFL teaching materials. The students found that the material being used by the teacher was not different with any other materials in fostering their understanding or comprehension. That was because the text is also providing a new information rather than accommodating their pre-existed cultural knowledge.

The discussion arrived at several argumentation of the motivations of the findings related to the culture content in EFL teaching materials. First, the teacher is failed to provide a familiar text to the students in fostering their understanding of certain topic. He just considered the students culture in general without seeking the detailed topic which is familiar for the students. Second, it might be not a failure instead of a purposive activity to maintain the students' ideology being corrupted by the target language or foreign culture information. The last one is in line with the character building goals which is become the emphasis of Indonesian education system. However, the tendency of cultural background friendly yet not familiar materials use is more to preserve the students' ideology. By seeing the teacher act by using the text from the

students' worksheet and Islamic culture content text at a same time, it can be concluded that the teacher is practicing intercultural concept in teaching English.

Some suggestions are emerged from the result of this study. First, related to the choice on the topic selection, the teacher and the institution may restate their purpose of providing culture friendly content to the student, either it is for fostering their comprehension or maintaining the students' ideology. Each of them will lead to a different understanding of providing the content of the text. Second, creating or developing such materials is not an easy matter. It needs an experienced or trained teacher. It is suggested to the institution or the policy maker to provide trainings to enhance the teachers' skill of selecting or developing teaching materials. Likewise, the policy maker could initiate a lecture visit program to school periodically. It does not sound like too much as we understand that university is a place where a new knowledge or method in teaching may emerge, and schools are the front line in which the knowledge or method can be applied.

Third, the institution may conduct a developmental project to construct their own one-stop materials by negotiating the culture of the institution and also the core materials demanded by the government. The form can be in a research lessons where teachers of English subject work collaboratively to assess the real condition, infuse the relevant culture, and construct the materials. It might be a big leap, but can be sustainable for a long term usage. Once the materials are compiled, it can be used for years. Moreover, the materials also can be published to help other institutions which have a same cultural framework. If the teacher can manage to provide a good cultural materials, it may be the same as Prastiwi (2013) findings that a teacher could serve dual purposes as fostering the students language mastery, and fulfilling the government demands to form the students character.

Forth, as the alternative of the third suggestion, teacher may use supplementary material provided by ELTIS team (see Rohmah, 2012). This material is specifically compiled as integrating the Islamic culture into EFL teaching materials. By using this materials, teacher and institution do not need to be burden to assess the students characteristic nor do a research lesson. It would be not time and budget consuming. However, the materials might still have contents in which the students are not familiar with. It should be back to the institution mission of providing Islamic culture content materials, whether it is for fostering the students' understanding or defending their ideology alone. If the institution mission of infusing the Islamic culture into EFL teaching material is to defend the students' ideology, the teacher can use this materials without any customization.

For the further study, it is suggested to give a focus of analyzing the students' needs in order to unearth their characteristic. The information then can be used to formulate the best material to teach them. Moreover, there is a theory so called needs analysis. Based on this theory, list of information sources is presented to be analyzed to arrive at the informed decision. This theory can be used in relevance to the further study suggestion.

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Teaching Writing Narrative Texts through Pictures in the EFL Classroom: A Classroom Action Research at One Islamic Junior High School in Jambi

Khusnul Yatima and Sayida Khoiratun Nisak
yatimakhusnul@yahoo.com
Jambi University

The purpose of Classroom Action Research approach was to investigate if using picture series could improve students' skill in writing narrative texts at One Islamic Junior High School in Tanjung Jabung Timur Regency, Jambi.This study involved 26 students, consisting of 11 males and 15 females. The data were collected through field notes, questionnaire, and test. The test results were analyzed statistically while the field notes and questionnaire were analyzed descriptively. The findings of the study indicated that the use of picture series could significantly affect students' skill in writing narrative texts. Additionally, the use of picture series while teaching narrative texts not only provided the students with basic materials for composition, but also stimulates their imaginative power, enabling them to have a concept in their mind about what they are going to write. The findings of the study indicated that pictures series could help the students to visualize the object before they start to write a narrative composition. Implications from this research evidently suggest that teachers should have a variety of teaching media in teaching English as a foreign language. The findings of this study shed light on English teachers' understanding of how to teach writing especially using series of pictures at an EFL classroom level and what teaching methods and teaching strategies should be provided to anticipate in teaching writing skill especially at an EFL classroom level . Implications and suggestions for future research are discussed.

Key word: picture series, writing narrative text, English subject

INTRODUCTION

Writing is a process. It should be learnt by stages, from simple to complex, from a sentence to a composition. The basic of writing ability is to make sentence since a sentence is the smallest unit to express thought, idea, opinion, and feeling. Writing helped the students to learn deeper about writing, to use appropriate in grammatical structures, idioms and vocabulary. Students also had the chance through experience in written language. Otherwise, the students knew not only in spoken but also in written language. The student could create and express on their ideas and construct the sentences alone.

The students often face many obstacles since English is as their foreign language not as their mother language. Furthermore, most students are still confused how to start writing, to organize the plot of the story, and solve difficulties in arranging the grammatical structure. They often make mistakes in putting their ideas, denominated by errors of spelling, punctuation, capitalization, and paragraphing.

In the statements of Jackson (2009), writing skills were really needed for the learner. It was necessary since making a good prose or even a good paragraph used variety language skills. There were five general components for writing good prose; the first was *languages use* (the ability to construct in written ideas and use language effectively); the second was *Mechanical skills* (almost disposed by error in using capitalization and paragraphing); the third was *treatment of content* (the ability to select and organize for appropriate meaning of the vocabulary); the fourth was *stylistics skills* (the ability to arrange sentences and paragraphs, and use language effectively), and the last was *judgment skills* (the ability to think creatively and develop thoughts, excluding all irrelevant information).

From all statement above, the researcher concluded that writing was an expressive activity of thought, ideas, opinions, and feeling into written language which is like graphic symbols (letters or words) to be convoyed to one another. In another words, writing was a means of communication. It could give people sources of information about everything. It meant that writing was the process to break out ideas in mind into a piece of paper, and then organize them in outline as writer's plan. Clark (2008) also said that the process movement resulted in important developments in the teaching writing, notably a flowering of interest in composition pedagogy, the creation of an established research discipline concerned with writing and the teaching of writing, the realization that people learnt to write by actually writing and revising, rather than by completing the contextualized exercises, and a renewed attention to individualized instruction.

However, the involvement and the importance between the use of pictures in improving of writing narrative through pictures have been conducted by researchers (Karolina, 2005; Budisusilo, 2010; Purwaningsih & Endah, 2012; Simanjuntak, 2013).

THEORETICAL FRAMEWORK

Jackson (2009) stated that Writing was the way which changes our thinking about and our relation to language. In making our speech visible, writing led us to understand language in ways that were peculiar to literacy. Writing was also a means of communication that expressed thought, ideas, opinions, and feeling into written language. Writing also led us to understand language in ways that are peculiar to literacy. The effects of writing were definitely amplified by print, but writing was still the foundational representation although the other major visual representations of speech included.

Furthermore, In the words of Sara (2002), writing ability was how we improved our writing skill to be a better writer by practicing hard and always tried when you had chance. The key to become a better writer was through practicing a lots because nobody born knew how to write. The thing that should be prepared was practicising lots and writing lots. In addition, according to Ochima and Hogue (2007), the process of writing sentences or paragraphs could be classified into four parts of steps: planning, organizing, writing, polishing; revising and editing.

Welliya (2013) defined that narrative text was a text which contained a story which included complication or problematic events in plot of the story, such as; (fiction/ nonfiction/ tales/ folktales/ fables/ myths/ epic) then the story followed by a process of narration and finally the resolution was found. Generic structure of narrative text consisted of the following structures: first, *Orientation* was to introduce when the story happened, to introduce the participants, to give information about the time and the

place, then whom and what involved in the story. Second, *Complication* told about the beginning of the problem came up and described the rising crises which the participants had to do with. Third, *Resolution* was how to solve the crises, better or worse and showed to resolve events either in happy ending or in sad ending.

Meanwhile, in the words of Beatty (1981), picture was a kind of media that we could find it everywhere, for instance, inside of magazine advertisements, slides, cartoons, story books, books, newspaper, etc. in conclusion, we can conclude that the advantage from the picture is to create the enjoyment in writing process. It means that by using picture, students will easily share their thought, feelings, and ideas. Pictures will also expand their cognitive ability and make them able to write good stories with longer sentences, and able to develop their narrative composition. Picture increases students' vocabularies, in this case, the use of pictures as media is needed since students can learn new vocabulary. When the students have more vocabularies, they will feel easier to create their own sentences. As the result, they can compose easily because pictures give them more information about the picture by looking at the pictures and using the variety of language activities with picture, students also can control compositions and combine the exercises.

The use of picture in the classroom leads the learner to generate many types of pictures, such as posters, text book pictures, magazine pictures etc.

METHODS

I used classroom action research (CAR) to conduct the this study. Action research was conducted to improve students' skill in writing narrative text through picture series in one of private junior high school in Jambi. I used a collaborative action research in which one of English teachers and I in that school conducted this research. In this case, the researcher, along with collaborative teacher become as team work who worked together for solving the problem in teaching writing. In this study, I was as the teacher to teach in the classroom to apply this media and the English teacher as the collaborator. The subject of the study was the second grade students of Islamic junior high school in the second semester in Tanjung Jabung Timur Regency, Jambi . It consisted of 26 students; 11 males and 15 females.

In collecting the data, I did some procedures. First, *preliminary study* including *getting permission*. In this step, I came to the school and asked permission from all the teachers especially from the headmaster by telling the purpose what I was going to do and also gave written formal letter. Second, *planning the action,* at this step, I prepared the lesson plan, determined learning material, arranged learning instruction through picture, arranged tools of evaluation as a test to know the respond and result of the student in writing narrative text, prepared instrument of questionnaire, and the last, I prepared the criteria of success. Third was *implementating the action* and *doing observation. Implementating the action* was implementing the lesson plan in the teaching of writing through series of pictures. In *Observation,* I observed the effects of the implementation of the media. In this step, the data were collected through students' achievement, students respond, and students' participation in the class. The last, in *reflecting the action,* I analyzed the result and did the reflection on the result of the action. The result of reflecting the action could be successful and unsuccessful. When the result was sucessful, I stopped the action and continued by making the conclusion, then I reported the research. Otherwise, if the result was unsuccessful. I did the next step by revising and conducting to the next cycle.

FINDINGS AND DISCUSSION

In this study, the classroom action research was conducted in three cycles. Each cycle consisted of four phases; planning, implementing, observation and reflection. For cycle one consisted three meetings. Cycle two consisted three meeting, and cycle three wasr the last cycle in this research. Each meeting was 80 minutes (2x40 minutes) and the meeting of each cycle was conducted by giving a test to the student by asking the students to make an essay of narrative text based on the picture given.

1. Finding of Cycle One

The table revealed the finding of cycle one, students' achievements in writing test and participations based on the observation on teaching learning process conducted in each meeting in this cycle.

Table 1. The students result of cycle 1

No	The Indicator of Performance	tudents' Result
1	Students' respond must get good responds 80%	78%
2	Students' achievement must get ≥ 60 of 70% of students	46.15%
3	Students' participation must get 80%	39.04

Based on the score obtained from the students test 1. The first indicator of the performance failed, only 46.15% got score and it had not achieved the criteria of success. In the second indicator of performance, the students' participation had been not achieved yet, the indicator of the performance in cycle one got 39.04% while it should be 80%, the third indicator of performance of students' response in teaching-learning process is 78%, it had not achieved the criteria of success, It had to be more than 80%.

2. Findings Of Cycle Two

The data presentation in this section revealed the findings of cycle 2 dealing with the planning of cycle 2, the implementation of cycle 2, the students' achievement in writing test, students' responds, and students' participations based on the observation on teaching-learning process conducted in each meeting in this cycle.

Table 2. The students result of cycle 2

No	The Indicator of Performance	Students' Result
1	Students' respond must get good responds 80%	82%
2	Students' achievement must get ≥ 60 of 70% of students	65.38%
3	Students' participation must get 80%	67.42%

Based on the score obtained from the students test. The first indicator of the performance failed, only 65.38% got score more than 60 and it had not achieved the criteria of success, it had to be 70%. In the second indicator of performance, the students' participation hadn't been achieved. the indicator of the performance in cycle two got score 82% meanwhile, it should be 80%. But In the third indicator of

performance of students' response in teaching-learning process was 67.42%, it had not achieved criteria of success, it meant that it had to be more than 80%.

3. Findings Of Cycle Three

The data presentation in this section revealed the findings of cycle 3 along with the planning of cycle 3, implementation of cycle 3, students' achievement in writing test, students' responds, and students' participation based on the observation on teaching-learning process conducted in each meeting in this cycle.

Table 3. The students result of cycle 3

No	The Indicator of Performance	Students' Result
1	Students' respond must get good responds 80%	84%
2	Students' achievement must get ≥ 60 of 70% of students	80.76%
3	Students' participation must get 80%	86.10%

Based on the score obtained from the students test 3. The first indicator of the performance failed, only 80.76% got score more than 60 and criteria of success was 70%. In the second indicator of performance, students' participation had achieved the indicator of the performance in cycle 3 by getting score 89.51% meanwhile it had to achieved 80%. And the third indicator of performance, students' response in teaching-learning process was 84%, it meant that it had achieved the criteria of success (≥ 80%).

CONCLUSIONS

Based on the implementation of this research, it indicated that the implementation of picture series in teaching writing was very useful and effective to solve the students' problems in writing narrative text. This could be seen from the result of the study. The result of the data analysis showed that the learning process using series of pictures could improve the students' ability in writing narrative text. The achievement indicated by passing the criteria of success determined by the school in the achievement and students' responses to the implementation of series of pictures.

The purpose of the research was to improve students' writing activity, I indicated that the students' writing skill could be improved through series of pictures. I also found that series of picture could be better in contributing the students' improvement in writing, because it made them more enthusiastic in learning English. It was seen on the result of the students' test while teaching process began, and series of pictures could make the students learn more actively. The findings of this study shed light on English teachers' understanding of how to teach writing especially using series of pictures at an EFL classroom level and what teaching methods and teaching strategies should be provided to anticipate in teaching writing skill especially at an EFL classroom level . Implications and suggestions for future research are discussed.

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The Psychological Problems and Moral Values as Reflected in Paulo Coelho's *Veronika Decides to Die*: A Vsychological Study

Dedi Hendriyanto
p4kciq@yahoo.com
Jambi University and Teacher at SMPN 26 Batanghari

ABSTRACT

The aims of the research are; 1) to describe the kinds of madness in the novel Veronika Decides to Die; 2) to describe some moral values taken from the novel Veronika Decides To Die.To analyze the psychological problems, the writer employs the psychological approach of Sigmund Freud. The subject of the research is a novel entitled Veronika Decides to Die that is written by Paulo Coelho and object of the research focused on the madness problems. To fulfill the needed data and information, the writer employs library research done by reading the novel itself and many bibliographies critically and comprehensively. After the data are collected, they are analyzed by using the theory of abnormal behavior to research the kind of madness in Veronika Decides to Die.Some of the important research findings can be stated as follows: 1) the kinds of madness can be known such as suicide, anxiety disorder that divided into panic attack and depression anxiety, schizophrenia, 2)Moral values in the novel can be found between four main characters: Veronika, Zedka, Mari and Eduard. They are consisting of positive values and the negative one. Positive moral values consist of Wisdom, Love and Care about the others. While, the negative values are Religious disobedience and unbelieve in God, Committing of love betrayal and committing masturbation.

Keywords: Psychological Problems, Moral Values, Veronica Decides to Die, Psychological Study

INTRODUCTION

Madness is a universal term often used pejoratively to describe someone who has 'lost their senses' or 'out of their mind. In addition, in the popular imagination the state of madness is closely linked to sickness or malady or what the so-called mental illness, with the two terms often used interchangeably and indiscriminately. Madness is also equated with 'badness' with the result that society has shunned and excluded those with mental illness, often denying them full citizenship, work, and respect. Moreover in psychiatric world, mental illness is characterized by marked impairment of reality, disturbances of thought and perception, and bizarre behaviors. Besides that, madness can also characterized by a state of insanity, of having a disordered and dysfunction mind. Therefore, this behavior that reflected in this novel is wonderful thing. Because according to Freud (1959) that Literature is similar with the dream or symptom of neurosis. Therefore, the writer can analyze the novel psychologically.

One of the authors who uses the psychoanalysis on his works is Paulo Coelho. The writer is motivated to choose Paulo Coelho's literary work because Paulo Coelho is considered as one of the great novelists in the world. He wrote many essays, books of

criticism, autobiography and novels. His literary works include He got many prestigious international prizes, such as BAMBI Awards (Germany), Guinness Book of Record, the Super Grinzane Cavour Book Award and the Flaiano International Award (Italy), Crystal Award, etc. his novel becomes long international bestseller, and has been translate into more than 45 languages. Further, his books or his literary works have gone on to become the subject of social and cultural debate.

A novel as a kind of fiction is actually very interesting because it can portray the world living phenomenon adopted from the writer's living experience. Certain people read novels not only to kill the time or to get entertainment, but also to gain a new living experience from the works they read (Sudjiman, 1992).

In this occasion, the writer tries to analyze one of the Coelho's novels, *Veronika Decides to Die*. It is a psychological literary work. Knowing that the novel is quite interesting to read and to analyze. The writer wants to analyze it psychologically .*Veronika Decides to Die* is published in 1998 in Brazil. It tells the story of a young attractive girl, Veronika, with seemingly everything that a girl could wish for: a good job, attentive family and a stream of male attention. However, she feels unfulfilled and bored by the monotony of her life and consequently attempts to commit suicide. When she woke up she was in the local mental asylum. It is here that Veronika begins her voyage of self-discovery and subsequently develops a tremendous thirst for her. *Veronika Decides to Die* is an authoritative and disquieting reminder that the reader must always seize the day. Paulo Coelho's simple literary method makes the book both poetic and gripping.

Furthermore, in this novel the writer finds many psychology phenomenon through the main character such as Veronika who decides to kill herself, Mari who is suffering panic attack, Eduard who is schizophrenia and the last one is Zedka who is depression that can be correlated by the theory of psychoanalytical approach.

METHODS

The type of the study was library research, which consists of primary data and secondary data. The primary data was taken from the novel entitled *Veronika Decodes to Die.*The writer read the whole novel carefully and repeatedly in order to gets a deep comprehension. It was done particularly on the main character that is going to be analyzed. Moreover, the writer also goes to some libraries to read the source carefully and critically. The next step was the writer will make important notes and papers related to the problem that will be analyzed in the study.

Meanwhile, this research obtains the secondary data by selecting and making notes of important facts, which are relevant to the problem of the study. The writer then takes a note of some points that can be used to complete the main data which taken from books or the Internet. Furthermore, all of the data are collected, consulted, and revised. The writer uses technique through text analyses, which is described in sentences. The writer tries to provides clearer information and describe the problem of the study by searching various kinds of sources that deals the topic being analyzed. After the data collected, it will be analyzed and interpreted by using psychological study.

FINDINGS AND DISCUSSIONS

The kinds of Madness shown in The Novel

The writer presents the psychological disorder found in the novel "*Veronika Decides to Die*", but he just wants to analyze the psychological aspect of madness or

what the so-called abnormal psychology which have significance role and often happened in human social life.

There are some kinds of Madness which known as the abnormal behavior. The abnormal or madness kinds are committing suicide, anxiety disorder that consists of panic attack and depression anxiety and the last kind of madness is schizophrenia. These are said abnormal or called mad people because the characters behavior or action is different with the other normal people. For clearer explanation about this kind of madness the writer will explain or analyses the kinds of madness briefly as follows :

Suicide

Suicide is the effect of the problems of Veronika's personality. This happens as Veronika follows her instinct; Freud Has said that instinct is the primitive part of the Id. Freud in Suryabrata (1983:154) said that a life is a trip to die. The desire of die in human is a statement of constancy psychology principal.

To escape her depression and to find her pleasure, Veronika thinks of filling herself. In the beginning of the novel, on November 11, 1997, Veronika decided that the moment to kill herself or to commit suicide had arrived. Spontaneously, she reaches for four-pills bale sleep from desk beside her bed after she carefully cleaned her room that she rented in a convent, turned off the heat, brushed her teeth and laid down before.

Veronika decides to commit suicide not because she was sad, embittered woman, because lack of love, and also wasn't because she felt unloved by her family or had money problems or an incurable disease. She commits suicides because she is bore with her monotony daily activities and she wants to discharge her self from the activity of life. Besides, Veronika commits suicide because of some reasons as seen in the following quotation :

…. Two very simply reasons lay behind her decision to die, and she was sure that, were she to leave a note explaining, many people would agree with her.

The first reason: everything in her life was the same and, once her youth was gone, it would be downhill all the way, with old age beginning to leave irreversible marks, the onset of illness, the departure of friends. She would gain nothing by continuing to live; indeed, the likelihood of suffering would only increase.

The second reason was more philosophical: Veronika read the newspaper, watched TV, and she was aware of what was going on in the world. Everything was wrong, and she had no way of putting things right–that gave her a sense of complete powerlessness. (*Veronika Decides to Die*, page 6-7)

When she had achieved almost everything she wanted in life, she had reached the conclusion that her existence had no meaning, because every day was the same. And she had decides to die. (*Veronika Decides to die*, page 45)

In Freud's theory, what Veronika does, reflects a defense mechanism, which is called interjections. However, the impulses of her Id, which wants either to realize her desirable wishes that she can't read or to realize her unbreakable tension, which she can't carry out, is strong, her ego's mechanism is under great depression. This causes her Ego to bring about self-destruction. At the same time, the guilty feelings that are as the part of Veronika's Superego support this phenomenon. Therefore, all are manifested in Veronika's feeling; she blames herself and death is the best choice as her manifestation of pleasure. Furthermore, as it is seen in *Veronika Decides to Die*. Veronika commits suicide after finding she cannot give solution to her country problems, besides she also felt hatred on herself that enough heavily, especially hatred

and wishes to destroy herself because she considered herself of no use and tried to kill herself.

As a result of her action, Veronika considered as a madwoman or psychological disorder because she had tried killing herself. This action was different from the other. As everybody knows that basically every person struggles to live, not for committing suicide. And it is mad if there is someone who decides to kill himself or herself.

Anxiety Disorder

Anxiety is a nervous feeling caused by fear that something bad is going to happened. Anxiety disorder including a group of trouble in which anxious feeling is a main symptom or anxiety, which is suffered if someone tries to handle certain maladaptive behavior (Atkinson, 1983). Someone who suffers anxiety, his/her everyday life is disorder in depress situation. He or she always feels untrue or worry and tends to give abundant reaction on light stress. Inveterate physical sigh, for example cannot be peace, cannot sleep, fatigue, kinds of headache, dizziness, and heart palpitate. This kind of madness also occurred on the novel *Veronika Decides to Die*, which is suffered by one of the main character on the novel, Mari, a woman that suffers panic attack.

Fear. Veronika might feel insecurity, shyness, and shame, constrain, but why fear? That was only justifiable when confronted by a real threat: ferocious animals, armed attackers, earthquakes, but not a group of people gathered together in a refectory.

> *But human beings are like that,* she thought. *We've replaced nearly all our emotions with fear.*

And Mari knew what she was talking about, because that was what had brought her to Villete: panic attacks. (*Veronika Decides to Die*, page: 110).

A panic attack is circumstance that is full of terrorized acute. At that sudden moment of panic, individual feel the confidence that something horrify will happen. This feeling is usually accompanied by the symptom like heart palpitate, running out of breath, sweating, muscle vibrate, confused, and turn the stomach.

Just a Salvadoran government official appeared on screen to offer a bored excuse for some new injustice, Mari suddenly noticed her heart bating faster.

She told herself it was nothing. Perhaps the stuffy atmosphere in the movie was getting to her; if the symptoms persisted she would go out to the foyer to get a breath of fresh air.

But even took on their own momentum; her heart began beating faster, and she broke out in a cold sweat.

She felt afraid and tried hard to concentrate on the film, in an attempt to dispel any negative thoughts, but realized she could no longer follow what was happening on the screen. Mari could see the images and the subtitles, but she seemed to have entered a completely different reality, where everything going on around he seemed strange and out of kilter, as if taking place in a world she did not know. (*Veronika Decides to Die*, page: 115)**.**

One who is in panic attack experience usually does not know the cause why he/she grasps the anxiety. This matter is not being generated by a stimulus or certain external event but happened in any situation. It seems that external event is not so compared by feeling and conflict that locates in one soul.

Based on psychoanalysis aspect, phobia represents the way for overcoming the dread by transferring it or situation that can be avoided. Obsessive and compulsive also

function to protect the individual from its dread source awareness, which will be in fact. Obsessive feeling is an impulse which cannot be accepted that it had depressed and come back into other form. Someone feels that the impulse is not be part of his/her self and she/he can do compulsive action to discharge or to make free on taboo impulse.

According to theory of social learn, anxiety more caused by a certain external event than by internal conflict. One who suffers generalized anxiety disorder feels that she/he cannot manage life situation that is variation. Therefore, feeling anxiety almost always being (Atkinson, 1983).

Depressive anxiety

Almost all of people in the world had ever experienced about depression in a certain moment. Most people suffer it when they feel sad, weak, and not respond to anyone activities even though the activity is pleasing. Depression is a normal response toward every life stress. Freud in Emanuel (2003) said that Depressive anxieties also have relationship with the feeling of afraid losing about love. The situation that often caused depressions is the failure at school or at place of work, loose of someone loved, and awareness that its disease burns a hole in pocket somebody. In this case Paulo Coelho presents about depression caused by love that suffers by one of the main character of this novel, Zedka.

In Zedka's case, however, the reasons were simpler than anyone suspected: there was man hidden in her past, or rather, the fantasy she had built up about a man she had known along time ego. (*Veronika Decides to Die*, page: 54)**.**

Zedka's depression is assumed as madness because her depression is out of equity because she loves a man that his existence is unclear where. In other hand, she had had a husband. But with whom she had fallen hopelessly in love in her youth, since, like every normal young girl, Zedka had needed to experience the impossible love. However, unlike her friends, who only dreamed of the impossible love, Zedka had decided to further, she had actually tried to realize that dream, her dream man lived on the other side of the ocean, and she sold everything to go and join that man. But unfortunately the man was married. Despite her determination to put up with everything in the name of love, the relationship did not work out. The man never said anything directly, but one day Zedka realized that she was no longer welcome and she returned to her country.

Inexistence of expectation and broken heart is two main characteristics of depression. The People experienced over weakness and cannot take a decision through an activity. She/ he is always thinking of her/his insufficiency and the feeling of unmeaning, sudden weeps and maybe try to commit suicide like Veronika did. Veronika keeps trying to look for the way to kill herself after her effort call off, her effort described in the quotation bellow :

Veronika

She decided not to think about the stabbing pains in her stomach and tried to concentrate on the rapidly falling night, on the Bolivians, on the people who were starting to shut up their shops and go home. The noise in her ears was becoming more and more strident, and, for the fist time since she has taken the pills, Veronika felt fear, a terrible fear of the unknown. (*Veronika Decides to Die*, page: 10).

> "Could they get hold of some pills for me"(*Veronika Decides to Die*, page: 39)

I must get hold of those pills as soon as possible. (*Veronika Decides to Die,* page: 40).

From the quotation above, Veronika action is also concluding in obsession neurosis. Who keeps looking for the way to destroy herself. Further, this action can be called as insanity. The action that was performed in obsessional condition supported by a kind of energy that might not have to contest in life bounce normal. There is only one thing can be acted, she can transfer, and replacing a joke idea with something smoother, from one demarcation to another and replacing one ritual of routinity to another. Negative and also positive pressure are step by step gone the round of to gnaw the intellectual energy even considered to be by a truth. These cause anxiety grow up, loss energy, and freedom demarcation. In fact she keeps trying killing herself.

Schizophrenia

Beside suicide and anxiety disorder, Schizophrenia is also the kind of madness that happened on *Veronika Decides to Die*. Schizophrenia is the name giving to several disorders that are marked by self-disorder, reality of distortion, and disability to be function in daily activity. Since episode of schizophrenics someone tends to withdraw from association with other people and enjoy with her/his mind and their hallucinations. In the novel *Veronika Decides to Die* Paulo Coelho had drawn this symptoms in Edward that begin his abnormal behavior with standing apart in his bedroom. This behavior did by Edward because he was depressed because his ambition to be a painter opposed by his father. In other hands his father wants Edward to be a diplomat as he does.

His mother said that he had already missed a lot of classes at the American school and that he would have to make up for lost time. Eduard refused. He did not have the slightest desire to go on learning about geography and sciences; he wanted to be a painter. In an unguarded moment, he explain why:

"I want to point visions of paradise"(*Veronika Decides to Die*, page: 183-184)

Eduard Father:

"I find your interest in art very pleasing, but have your whole life ahead of you to do that. At the moment the main thing is to finish your secondary education, so that I can set you on the path to a diplomatic career. (*Veronika Decides to Die*, page: 186-187)

"Eduard, you are now of an age to take responsibility for your own life. We've put up with this for as long as we could, but now you've got to forget all this nonsense about becoming a painter and give some direction to your career.

Eduard

"But Dad, being a painter is giving a direction to my career."(*Veronika Decides to Die*, page: 188)

In *Veronika Decides to Die*, Eduard becomes Schizophrenia because there is a different wish for Eduard future career with his parent wants for his. Therefore it makes him stress and bringing him to the Villete.

Moral Values

Veronika Decides to Die can be viewed as a parable story whose purpose is to teach a moral values or moral teaching. In presenting the moral values, the author gives

very believable characters and story. According to Kenney (1966: 89), moral is meant to be an advice, which is related with certain moral taught, which can be gained and interpreted through its story.

The moral values that can be revealed from the novel entitled *Veronika Decides to Die* are described in the following sub-heading.

Positive Values

Wisdom

Wisdom can be shown in Mari when she talked with Eduard about her existence in Villete and decides to be normal. This is showed in her sentences.

"I feel like starting Eduard. I feel like making the mistakes I always wanted to make, but never had the courage to, facing up to the feelings of panic that might well come back, but whose presence will merely weary me, since I know I'm not going to die or faint because of them. I can make new friends and teach them how to be crazy too in order to be wise. I'll tell them not to follow the manual of good behavior but discover their own lives, desires, adventures, and to *live*. I'll quote from Ecclesiastes to the Catholics, from the Koran to the Muslims, from the Torah to the Jews, from Aristotle to the atheists. I never want to be a lawyer again, but I can use my experience to give lectures about men and women who knew the truth about this existence of ours and whose writings can be summed up in one world: *live.* If you live, God will live with you. If you refuse to run his risks, he'll retreat to that distant heaven and be merely a subject for philosophical speculation. Everyone knows this, but no one takes the first step, perhaps for fear of being called insane. At least, we haven't got that fear, Eduard. We've already been inmates of Villete."(*Veronika Decides to Die*, page: 151-152)

From the quotation, the writer can understand that Mari tried to give an advice to Edward and to herself by seeing their condition. As a popular lawyer Mari had a wisdom attitude, after living in Villete for a moment finally took a decision to spend her time for helping the other by giving speech to the others about the meaning of life. And she also decides to leave her job as lawyer and will use her ability to manage the other. These she does because she wants her life will be better than yesterday. Prophet Muhammad says that lucky man is a man who using his time better (As- Samarqandi, 1999:349). Today should be better than yesterday and tomorrow should be better than today.

This is why the chance of each person is same to get a magic moment or the miracles in his life. The different is just in the effort of that person.

a. Love or loyalty

There is a romantic view in the novel. It is showed by Veronika to Eduard. This love can be seen in Veronika attitude that loyal to taking care of Eduard when Eduard lay down as Zedka saw on the following quotation.

"There are things in life, though, which, however we look at them, are valid for anyone."

Zedka noticed a change in Veronika's eyes. She decides to on.

I would say that if someone only has a short time to live and decides to spend that time sitting beside a bed, watching a man sleeping, then that must be love. I'd go even further; if, during that time, that person has a heart attack, but I would say that such love had a lot of potential for growth."(*Veronika Decides to Die,* Page 161)

From the quotation above, the writer knows that Veronika loved in Eduard, it is seen in Veronika who keeps loyal to waiting Eduard who was sleeping.

b. Care about the others

It is shown by Veronika when she lives in Vellete for the first time, that she met a woman that told a story about her aunt suicide.

Veronika felt sorry for the woman telling the story, for she seemed to be doing so in an attempt to understand her aunt's death. (*Veronika Decides to Die*, page: 14).

Negative Values

c. Religious disobedience and unbelief in God

From the novel, the writer concludes that the characters in the novel are mostly unreligious. This can be proved that some action is done without using the religious consideration. For example the actions did by Veronika who decides to kill herself. It seems that she doesn't care about sin and unbelief in God. She just follows her emotion until she forgets that there is God in the world.

Veronika :

If God exists, and I truly don't believe he does, he will know that there are limits to human understanding. He was the one who created this confusions in whish there is poverty, injustice, greed, and loneliness. He doubtless had the best of intentions, but the result have proved disastrous; if God exists, he will be generous with those creatures who chose to leave this Earth early, and he might even apologize for having made us spend time here. (*Veronika Decides to Die*, page: 8)

Veronika put her arms around him and asked the god she did not believe in to take her at that very moment (*Veronika Decides to Die*, page: 204).

Unbelief in God also showed by Eduard as seen in the following quotation bellow :

No, he wasn't all right; he couldn't move, but he couldn't say anything either. The worst thing was that he didn't lose consciousness; he knew exactly what was happening and what his situation was. Why didn't he faith? At precisely the moment when he was looking for God with such intensity, despite everything and everyone, God had no pity on Him. (*Veronika Decides to Die*, page 179).

d. Committing of love betrayal

The other negative moral value of the novel entitled *Veronika Decides to Die* is committing of love betrayal or unhonest. This negative value is done by Zedka. She had betrayed her husband's love by looking for or realizing her past dreaming or impossible love.

However, unlike her friends, who only dreamed of the impossible love, Zedka had decided to go further; she had actually tried to realize that dream. He lived on the other side of ocean, and she sold everything to go and join him. He was married, but she accepted her role as mistress, plotting secretly to make him her husband. He barely had enough time for himself, but she resigned herself to spending days and nights in cheap hotel room, waiting for his rate telephone calls. (*Veronika Decides to Die*, page55)

From the quotation, it is clear that Zedka had a bad intention that is to betray her husband true love by trying to realize her love which has been delayed. And it is being the negative values from the novel that may not be imitated by the readers.

e. Committing Masturbation

Besides religious disobedience, unbelief in God and committing of love betrayal, committing masturbation is also one of bad moral values shown in that novel. It is done by the main character of the story, Veronika, as described in the quotation bellow.

Her blood began to race, and the cold—which she had felt when she took off her clothes—was fading. Veronika and Eduard were both standing up, face to face, she naked, he fully clothed. Veronika slid her own hand down to her genitals and started to masturbate; she had done it before, either alone or with certain partners, but never in situation like this, where the man showed no apparent interest in what was happening. (*Veronika Decides to Die*, page 132-133)

According to Freud theory of libido, motivation in human's body is divided into ego motivation and sexual motivation. Ego motivation is motivation of effort to guarding the self, for example starvation; while sexual motivation refers to sexual problems (Freud in Kennedy, 2003:66). In this case, the symptom of neurosis, masturbation, in Veronika is the result of sexual motivations that is repression or depressed by the ego subject, whose function for protecting mind from feeling pain bounce abundant; and also result of conflict between function of self-maintain from ego with sexual motivation that shoves to be expressed.

Moreover, the sexual motivation of Veronika is more dominated by happiness principles—but the motivation susceptible toward reality, and it is more urgent in getting the realizations. Her libido keeps under the domination of happiness principal in a long time because her ability secede self from frustration through auto-erotize; satisfaction can be lengthened, and the next by masturbation.

CONCLUSION

Based on the finding and discussion, it can be concluded that Paulo Coelho's novel *Veronika Decides to Die* is the reflection of madness. The result of the study found out that the novel records the description of psychological disorder that happened to the characters in the novel. Veronika, Zedka, Eduard and Mari that represented in the novel show to the readers that their behavior in their life is psychological disorder. They have unusual behaviors that are difference with the other normal people.

After analyzing the novel, finally the writer finds some kinds of madness that happens in the novel experience by four main character of the novel. The kinds of madness are committing suicide that acted by Veronika but it is not success; the second madness is anxiety disorder that consists of panic attack and depression anxiety; the last kind of madness is schizophrenia which suffered by Eduard.

Moreover, the novel *Veronika Decides to Die* make the readers think about choices, which way do people rather, the ease way, to give it up or struggle to find their assets. Further, the four main characters show the readers the different choices they can take to solve any problem in life to escape in a fake world, go back to something the readers run off, fight to find anything better or different or the readers can decide to die. The novel let the readers know too that they do not have to wait until the "last week" of their life to enjoy the simplicity but magnificence things they have in life. In addition, the writer also finds some moral teachings or moral values from the novel, they consist of positive values and the negative one. Positive moral values consist of wisdom, love

and care about the others. While, the negative values are religious disobedience and unbelief in God, committing of love betrayal and committing masturbation.

Therefore, the writer suggests the readers or everyone who is interested in literature both reading and studying, primarily a novel to get an optimal advantage from what being read and studied besides enjoyment.

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Mobile Based Application of Vocabulary Learning (m-learning) for Young Learners (A case study at PAUD)

Emi Lutfia Ulfa[1)], Hendrik Setyo Utomo[2)], Wan Yuliyanti[3)]
[1,2,3)] Information of Technology Department, The State Polytechnic of Tanah Laut
South Kalimantan, Indonesia
[1)]emilutfiaulfa@gmail.com

ASTRACT

Vocabulary learning for young learners is one of the important aspects in English language because vocabulary is exists in every skill: listening, speaking, reading and writing. This learning is supposed to give the stimulation in all aspects of the children's growth, who the target are in the age of 4 – 6 years and their parents use some kind of mobile phone. Along with development of the telecommunication, mobile phone (or cellular phone) which usually used as telecommunication media, nowadays, is also can be used as a learning media, such as vocabulary learning. The mobile based application for vocabulary learning for young learners is designed base on some scopes, such as identifying: letters, numbers, fruit, animals, colors and shapes. The aimed of the designing of this learning media application is to facilitate the young learners in learning and to assess how far they are able to memorize the vocabulary of this learning media application. This learning media application can be accessed in a personal computer (PC), mobile phone (or cellular phone), such as: smartphone, blackberry or android that has web browser network. This learning media application is designed using PHP and MySQL language program as the database.

Key words: learning media application, vocabulary, m-leaning, young learner.

INTRODUCTION

1.1. Background

The using of cellular phone in Indonesia can be said fantastic. The number of the cellular phone users in Indonesia is bigger than the number of the inhabitant. Based on the US Census Bureau data in January 2014, the Indonesian inhabitant was 251 million. That amount is under the amount of the users of cellular phone, around 281 millions (Afrisia & Haryanto, 2014)

Cellular phone or mobile phone has offered some interesting features inside in accordance to the increasing of their sophistications, such as pictures, audio-visual, and animation. Many people and students use cellular phone as media of communication without realize those media have as function learning media as known as a mobile learning (m-learning). M-learning appears as one of an alternative learning media through cellular phone. It is a gladden opportunity in education field, particularly in

Indonesia. Setiawati (2012), stated that m-learning is a unique learning because the students can learn many things, wherever and whenever they want.

According to Ahmar (2013), learning is an interaction process between the participant, educator and the resource of study in a learning sphere. Learning is an educator help giving in order to take an attain process of knowledge, skill, attitude, character building and credibility of the participants.

According to Nurhadi (2012), basically, the aim of learning for young learner is giving stimulation in every aspects of their growth, including physical, intellectual, social, emotional and language to grow optimum. All of those aspects are related each other. The learning media for young learner must be adjusted to their characteristics and their need. It means that all of the given learning activities should cover: vocabulary, grammar, listening, etc which are appropriate to the children ability and their growing stages, for example their anxiety on pictures and sounds more than written words.

Juhendi (2011:4) in Nurmayanti (2014), said that vocabulary is the important aspect in English, vocabulary could be found in every skills: listening, speaking, reading and writing. Vocabulary learning is very important in expressing the ideas. Learning vocabulary does not only memorize but also understand the meaning the vocabulary itself.

Learning vocabulary for young learners is very important to be taught because it is the main aspect in English. The application of vocabulary learning with cellular phone media (m-learning) is a learning application that is designed attractive in order to make young learners are enjoy in learning English, with the result that the main purpose of learning vocabulary are reachable. The young learners also can learn not only from learning area, but they also can learn anywhere and anytime they want. This learning application is a learning media that is designed with the combination of graphs, texts, audio and pictures.

1.2. Problem Identification

The main problem of this study from the background above is "how to design a mobile based application of vocabulary learning with cellular phone media (m-learning) for young learner in order to optimize the parents' cellular phone?"

1.3. Purpose

The writer's purpose is to design a mobile based application of vocabulary learning with cellular phone media (m-learning) for young learner in order to optimize the using of parents' cellular phone.

1.4. The Significance

The result in designing this application may bring benefits as follows :

a. The parents' mobile phone do not only use as media of communication, entertainment or games but also can be used as learning media for their young children.
b. The young learners have opportunities to learn English vocabularies using mobile phone as learning media wherever and whenever they want to learn.

THEORETICAL FRAMEWORK

2.1. Mobile Application

Mobile application is an application that is designed specifically for run on a mobile device. This mobile device generally grouped based on its platform. (Van Wellis Indonesia, 2013)

2.2. Learning

Learning is a process that is done by the leaners to reach objective of study. In order that the learner are able to reach the optimal objective, the additional time is needed out of class to read, write, discuss with other learners, and answer the questions, etc. Next, the scenario of formal learning in the classroom becomes informally learning, happens in unpredictable time and places. (Ahmadi, 2010) in (Setiawati, 2012).

2.3. Learning Media

The process of communication and media are whatever that deliver or bring information to the information receivers. Basically, the teaching learning process is a process of communication, the information of message that communicated is the content or the instructional material which is written in the curriculum, the source of information is the educators, book writers, designers and other learning media makers. There are some variation about the meaning of learning media. There are some media expert who define the learning media that only refer to tools or hardware, other experts focus on the software. (Suherman, 2009)

Learning media in general is a teaching aid in teaching learning process. Something that can be used to stimulate the learners intelligence, feeling, attention, ability or skill with the result that prompt the process of learning. This scope is quite wide and deep covering the meaning of resources, sphere, human and method which are used on the purpose of learning or training. (Hariyanto, 2012)

2.4. Learning for Young Learner

According to Muliawan (2009:15) in Pebriani (2012:2), the learning for young learner is education given to the young ages from two until six years old. The learning for young learner also known as pre-school, play group, or kindergarten.

The objective of learning for young learner basically to optimize the stimulation on all of children growing aspects, such as physical, intellectual, social, emotional and language developing. Those aspects influence each others.

2.5. Vocabulary Learning for Young Learner

Nurhadi (2012) stated that the way children's learning and also the way how to teach it depends on the stages of their growing. The young leaners like to imitate and they often do not recognize themselves and sometimes they are to follows the activities that prepared by their teachers. The English learning materials for young learner should be given equal to their development level and should be given based on the scopes, such as colors, numbers, animals, fruits, shapes, alphabet, etc. They will have the moment of learning through play and for them, playing is learning. That is why parents and educators should give them activities that suitable to their world, playing.

2.6. Mobile Based Learning (M-Learning)

Mobile learning (m-learning) refers to the using sets of hand and mobile equipment, such as PDA, mobile phone, laptop or tablet PC in teaching learning process. M-learning is a unique learning because the learner can access the materials, instructions and related application whenever and wherever (Holzinger: 2005 in Tamimuddin: 2014).

METHODOLOGY

3.1. Framework of Study

The framework of this vocabulary learning application is as follow :

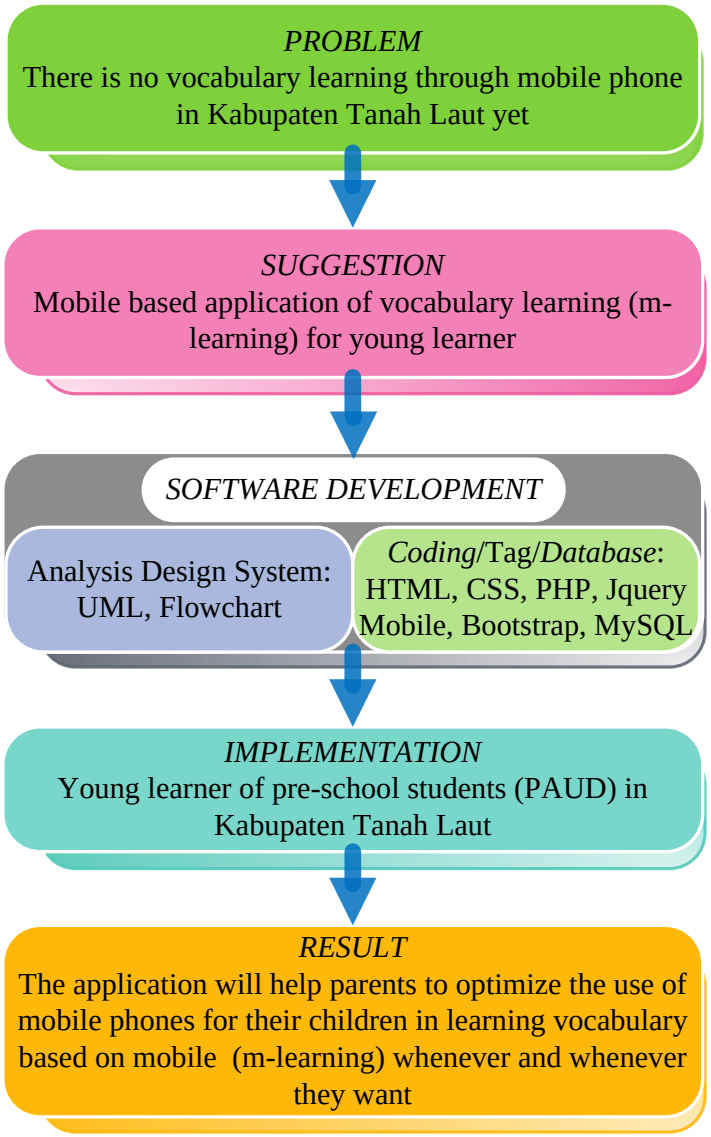

Figure 1. The framework of study design

The explanation of the framework above can be seen on table 1 below :

Table 1: The explanation of the framework of study design

No.	Design	Explanation

1	*Problem*	The problem that want to be solved as the reason why this application is designed, such as there is no vocabulary learning application through mobile phone yet.
2	*Suggestion*	Based on the problem above, the writer suggests a learning media that is designed as a solving problem, such as mobile based application of vocabulary learning (m-learning) for young learners
3	*Software Development*	is a developing system that used to design this application, such as: 1. Analysis system: UML and Flowchart diagram. 2. *Tag*/*coding* with HTML and CSS in design, PHP as the language program, *jQuery Mobile* as the *framework*, and MySQL for the *database*.
4	*Implementation*	is the place where this application will be used, such as at one of the pre-school in Kabupaten Tanah Laut.
5	*Result*	is the product as an application that is expected to be used in order to help English vocabulary learning that will be used in pre-schools. Through this learning media, the young learners are expected enjoy to learn English vocabulary based on the mobile (m-learning).

3.2. Method and technique of Study

In analyzing and collecting data, the writer uses some kind of method and technique of study. Method of this study is qualitative and the technique of this study are: 1) literature study, 2) observation, 3) questioner.

DISCUSSION

4.1. Need Analysis

"Mobile based application of vocabulary learning (m-learning) for young learners".

The reason why this application is designed is in order to increase the young learners' interest in learning English vocabulary. The target users of this application is the young children in pre-school, who are in the age of 4 – 6 years old and their parents use some kind of mobile phone.

The writer sent 60 questioners to parents and receipt back 53 questioner. Almost 90% of parents agree if the writer design this application.

4.2. Design Result and Implementation

The design result of the application as the implementation for the users are shown on the figures below :

Figure 2. Form Home user

Explanation:

1) The button *Let's See My Vocabulary* is the learning menu. If you click this button you will go to the *Home Let's See My Vocabulary,* which consist of 6 scopes: alphabet, numbers, animals, fruits, colors and shapes as follow :

Figure 3. Form Home Let's See My Vocabulary

Next, if you click the *alphabet* button, you will go to :

Figure 4. Form Learning Alphabet

And so on to the other scopes.

2) The button *Yes..!! I Remember* is the exercise menu (Figure 2). If you click this button, you will go to the *Home Let's See My Vocabulary,* which consist of 6 exercises equal the scopes: alphabet, numbers, animals, fruits, colors and shapes as follow :

Figure 5. Form Home Yes..!! I Remember

Next, if you click the *animals* button, you will go to :

Figure 6. Form Exercise Animals

And so on to the other exercise scopes.

CONCLUSION

Based on the description above, it can be conclude that mobile based application of vocabulary learning, known as m-learning for young learners in the age of 4 – 6 years old is an on-line application through the parents' mobile phone where the interface consists of sound and symbols/pictures (audio-visual). This application accommodate the menu of learning and exercise with the result that parents can measure their children remembrance.

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Putting Song as Supplementary Material
In Introducing English Language Vocabulary at Elementary School

Enni Akhmad
IAIN Sultan Amai Gorontalo
ennimakassar@gmail.com

This paper discusses about teaching and learning English at Elementary school. It is trying to argue a model of teaching and learning English, especially at elementary school. The model is argued bases on the philosophy of children character. They like to play and it becomes their world. Playing is identical with enjoy and cheerful situation. Cheerful situation can be created by adapting song as supplementary material in teaching and learning process. Material is taught at elementary school focus on how to introduce vocabularies to students. At once the vocabularies will be easy to be introduced by composing them in a song. For example, when the teacher is going to teach the students the name of animals, he/she can take "OLD MC DONALD" song, the words are about the name of animals and their sounds. It is also, when the teacher is going to teach how to count and the name of tools, he/she can take "THIS OLD MAN" song. Its lyric is about count and mention tools, the number and the name of tools can be replace, depend on the students need. Song can stimulate the human brain faster, because it contains rhythm. At once, song is which composed by lyric and rhythm can be easy for children to memorize or to imitate the words, because they are in enjoy situation. Song brings them into cheerful condition, therefore it is easy for teacher to motivate them to involve in teaching and learning process.

A. INTRODUCTION

English language as the foreign language in Indonesia recently has been taught at elementary school and has been introduced at kindergarten school. English language subject at elementary school has been taught since academic year 1994 as local content subject. It is realized by publishing the constitution of Republic Indonesia number 2 in 1989 about national education system and followed by government regulation number 28 in 1990 was mentioned about human resource development. The decision was followed by legalization letter from The minister of Education and Culture number 060/U/1993 on February, 25th in 1993, which was enabled English language subject to be taught at elementary school as local content subject.

Teaching English language at elementary school should base on the principle of teaching language to the children. Teaching language to the children usually refers to the theory of development psychology which was argued by Jean Piaget (1896 – 1980). Piaget states a theory of development psychology which related to cognitive element. According to Piaget, the children learn from their environment by developing what have been they pursued and they will interact with what they have been found in their surroundings. In interacting, they will do an action to solve their problems and they start to learn.

Referring to the paragraph above, teaching language to the children at elementary school begins from creating a situation of language (English language) in

the classroom. The teachers prepare English language environment in the teaching and learning process, by paying attention to students' interest and students' motivation. On another theory, children are identical to play game, learn in enjoyful and fun circumstances; therefore one of cheerful situation is attracting them by singing a song.

Song has been adapted in teaching and learning process since many decades, some researchers have been proved that song is effective to catch the students' interest and to improve the students' motivation. It is also effective to introduce words to the children, because songs are composed by the lyric. It contains words and sentences. It is easy to be memorized by the students', because song has the rhyme.

There are many English songs have been composed especially for children learners. The songs introduces about numbers, names of weather, kinds of color, names of animal, etc. When the songs are implemented in teaching and learning process, then it will improve the students' motivation to learn English and at once make them easy to memorize the vocabulary of English.

Based on the explanation on the paragraph above, it is reasonable that song can be adapted as supplementary material in teaching English at Elementary School. On the next part of this writing, it will give further explanation about the role of song in teaching and learning process, some examples of children songs, vocabulary and the way to teach it at Elementary School.

B. THE ROLE OF SONG IN TEACHING AND LEARNING PROCESS

Song has a long history and is as old as music itself since singing is the oldest means of musical communication. There has always been a folk which has been created not be any composer, but by an ensiverace of people who song their hopes, dreams, and frustrations, who translated stories and legends into poem and melodies. The treasure of vocal music emerged in many different countries, nursed and grown by the people themselves. Ewen (2005: 54) argues song is divined as the joined of word and music to art under emotional pressure coalescing into the thought. Otherwise, Nambiar (2007 : 80) song is a piece of art work inspired by story of life, it can be about happiness and sadness, love and hate, good and bad, feeling of despair or optimists. It becomes more interesting with various matters that may be conveyed by the messages of songs.

Refers to the definition of song, it can be understood that it is suitable for adapting in teaching and learning process, because a foreign language class should be enjoyable, motivating, and creative. Songs with their musical background can bring into the classroom atmosphere of gaiety, fun, and informality which is far more conducive environment for language learning them a strictly regimented atmosphere. In other words, Mc Donald (2008 : 79) songs can be helpful in creating a positive learning environment and generating favorable expectations of the class.

Using songs avoid the heat of an early spotlight landing on timid students; they also wrap the students' misperception of how difficult it is to use a new language. It seems that songs bring the students closer to the native speakers' pronunciation, activate them doing class hour, raise a positive attitude toward a new language which motivate them to learn the new language intrinsically.

There are some reasons why song is used in language teaching :

1. Songs have a great tendency to attract the attention of people that other forms of the mass media may lack

2. Students are often willing to learn to sing a song in a foreign language even if they do not fully understand or partially understand the meaning of the words
3. Songs introduce an atmosphere of gaiety, fun, informality in the classroom which is far more conducive environment for language learning than a strictly regimented atmosphere where students are pounced upon for the least bit of deviation from grammatical norms or for making any unnecessary noise.
4. Songs permit maximum participation of the students in that the whole class can sing simultaneously

In addition, Griffee (2009: 4) gives some reasons of using songs and music in the language classroom. There are six categories, namely: classroom atmosphere, language input, cultural input, text, supplements, teaching and students' interest.

Songs and music can be used to relax students and provide an enjoyable classroom atmosphere. Songs, more especially instrumental music, give as the external cover we need to feel more secure while at the same time providing the internal support to carry on with the task. As language input, songs provide rhythm and speech; sensitivity rhythm is a basic and necessary first step in learning a language. In using songs and music in the classroom, we are exposing students' to the rhythm of language. For supplementing material, songs can be used to supplement a textbook or can serve as the text itself in a variety of teaching situation such as: (1) using a song after regular lesson; (2) using a song for a change pace; and (3) using a song for special occasion.

Song and music can be used as a launching pad for conversation in the same way that poetry or other forms of written discourse can be used; their form can be discussed or their content can offer springboard for class discussion. Songs are especially good at introducing vocabulary because they provide a meaningful context for the vocabulary. They also provide a natural context for the most common structure such as verb tenses and prepositions.Songs can be used for pattern and memory retention. If appropriate tasks are given, songs give pleasurable repetition with no boredom and provide active participation in the language.

C. SOME EXAMPLES OF CHILDREN' SONG

Songs are adapted in this paper is the songs have been familiar as the children English songs, they have been presented and publicized either in written forms or recorded forms. They also listed on some textbooks English material for children. Some examples of the songs are listed below :

1. THIS OLD MAN

This old man, he played one
He played nick nack on my thumb
Paddy whack, give a dog a bone
This old man came rolling home

This old man, he played two
He played nick nack on my shoes
Paddy whack, give a dog a bone

This old man came rolling home

This old man, he played three
He played nick nack on my knee
Paddy whack, give a dog a bone
This old man came rolling home

This old man, he played four
He played nick nack on my cheek
Paddy whack, give a dog a bone
This old man came rolling home

This old man, he played five
He played nick nack on my hands
Paddy whack, give a dog a bone
This old man came rolling home

Through the teacher can learn the students' vocabulary of numbers and vocabulary of part of body. While they are singing, they can memorize and at once pronounce the words given.

2. Old MC Donald

Old Mc Donald has a farm ea… ea… oo
And on that farm he has a cow, ea…..ea….oo
There a moo,here a moo, everywhere a moo…

Old Mc Donald has a farm ea… ea… oo
And on that farm he has a cow, ea…..ea….oo
There a moo,here a moo, everywhere a moo…

Old Mc Donald has a farm ea… ea… oo
And on that farm he has a duck, ea…..ea….oo
There a kwek,here a kwek, everywhere a kwek…

Old Mc Donald has a farm ea… ea… oo
And on that farm he has a goat, ea…..ea….oo
There a be..,here a bik.., everywhere a bik…

Through this song the teacher can learn the students about names of animal and their sound. It will motivate the students very much, because the lyric is easy and the rhythm is cheerful and attractive.

When the teachers want to introduce or to learn the alphabet and their speling in English, he/she can let the students to sing the ABC Song. The lyric is listed below:

3. ABC SONG

Come a mimi come to me
Let's we sing our ABC
ABCDEFGHIJKLMNOP
QRS and TUVWXYZ

Now you know your ABC
Let's tell what you think of me.

The teachers also can learn the students to know the vocabulary of the names of thing in the classroom by putting the song of "THIS IS AND THAT IS"

4. THIS IS AND THAT IS

This is a pen, this a ruler
This a book, and this a bag
That is a door, that is a window
That is a lamp and that is a picture

5. Follow Me

Follow me…follow me, hands up! Hands up!
Follow me…follow me, hands down! Hands down!
Follow me…follow me, wave your elbow!
Follow me…follow me, bends your knee!

D. MATERIALS ARE TAUGHT AT ELEMENTARY SCHOOL

a. Children Language Development

Generally, the materials are taught at elementary school is vocabulary. The teachers give material based on the step of children language acquisition. In detail, the children language acquisition can be explained on some periods, namely :

1. Pre-lingual period (0-1 year)

It is called pre-lingual method because the children are not be able yet to utter 'speech utterance' as like as the adult utterance, it means they do not follow the rules of language generally. In this period, the contrast development is comprehension development; the children use passive language. For example, the children give response to the speech by looking to the speakers at and give different response to the friendly or unfriendly sound, the soft and the hard sound.

2. Early Lingual period (1 - 2,5 year)

In this period, the children begin to utter their first words, even though it does not complete yet. Moreover, the language development in this period is rapid: it can be divided into two periods, namely one word sentences, and two words sentences (Samsunuwiyati, 2011: 62). Referring to the grammatical rules, one word sentences are not assumed as sentences, but the linguist who concerned on children language acquisition state that the children' first utterances have more than a "word", because their words are the expression of their complex idea, which had by the adult. Generally, first words are used to give comment toward the object or event in their surroundings. For example, the word "mother" gives some interpretation "Mom, come in, Mom help me, mom, that is my shirt, etc. It is depending on the time and the situation of the utterance. While, two words sentences period indicate that the children start to understand a theme and to try to express it.

3. Differential Period (2,5 – 5 years)

In this period, the children are able to differentiate the usage of words and sentences. Generally, the characteristic of language development in this period explained as follows :

- On the end of the period, the children have mastered their mother language; it means that the grammatical rules of adult have been well in their understanding.
- The phonology development has been ended; some difficulties of pronouncing complex consonant may be done.
- Vocabulary is developed; either quantitative or qualitative. Some abstract concept such as time, place and quantum start to appear.
- Noun and verb are differentiated, according to the usage, indicated by the usage of preposition, pronoun, and auxiliary verb.
- Language function as the tool of communication is done, the children are able to converse and can be understood by the adult
- Children perception and experience about their surroundings start to share to others, by giving critic, asking, ordering, talking, etc
- The morphology stage is developed, indicated by the usage of plural forms, change of verbs, and etc (Samsunuwiyati, 2011: 67).

4. Language Development after 5 years age

The new characteristic of children language development after 5 years age is their ability to understand abstract concept on higher level. On semantic level, the children experience rapid development which reflected on vocabulary enrichment, the usage of conjunction words, the usage of prepositions are more accurate and the usage of words which have two meaning, namely concrete and abstract meaning (after 12 years age). On the 7 years, the children can use passive sentence, it means they understand grammatical rules about general assumption with open -minded to special principle, act economically in uttering word or sentences. On junior high school age, the children' speaking ability develop, their syntax are more complete with structural variation and vocabulary enrichment, either on written or spoken.

b. Children Speech

The children speech is consisted on two stages, first stage and the second stage: first stage has two kinds namely telegraphic speech and pivot open grammar. Bown and Fraser (in Samsunuwiyati, 2011:68) state that children speech on the first stage is similar very much with telegraphic sentence. It means that the children formulate message in very simple, as same as the adult send telegram. The words are omitted on telegraphic usually, pronoun, auxiliary, conjunction, preposition, articles, copula, syntactic morphemes.

The children stage on second stage mainly talks about the mastering of suffix morpheme usage. From the research has been done to three children in America, Adam, Eve, and Sarah has given illustration about how a child study all modulation as stated by the children in morpheme.

Based on the children language development and the children speech stage, the materials of English lesson should be began by introducing vocabulary contains on content words. Therefore, some English subject books for elementary school always begin its material with names of animal, names of fruit, numbers, and color. For instance book material was published by Erlangga Publishing *Grow with English Book*

1,and *2*. Even though it gives the theme for every unit, but its focus on how the children master the content words or have vocabulary.

E. CONCLUSION

The conclusion can be made after the explanation above, listed as follows :

1. Song is effective very much to interact and to improve students' motivation to involve in teaching and learning process, because it adds variety of the lesson
2. Song is effective very much to supply the lesson material, because song can be used after regular lesson, before regular lesson, or include in regular lesson.
3. Song provides an enjoyable classroom atmosphere and at once provides vocabulary and tenses which learnt by the students in regular lesson.

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THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING READING COMPREHNSION AT A VOCATIONAL HIGH SCHOOL IN JAMBI

Sonang Panjaitan and Hadiyanto
panjaitansonang@yahoo.com

1. INTRODUCTION

Scientific Approach is a teaching approach emphasized in curriculum 2013 to be implemented in teaching for all levels of students and all subjects at school. Scientific approach is the inquiry learning that contains constructivism. There are three domains should be achieved by the students by implementing scientific approach in learning process. They are attitudes, knowledge , and skills(Permendikbud RI no 65, 2013).

However, SMK Negeri 3 Jambi, one of the schools that implements curriculum 2013 doesn't follow the operational standard process as stated in the curriculum. Based on the writer's observation that most teacher at SMK Negeri 3 Jambi doesn't apply this teaching approach in their teaching. This is because there are still problems in applying the approach in teaching and learning. First, scientific approach is a new approach particularly in English teaching. English teachers are not familiar yet with the approach. Second, applying this approach is a difficult challenge as teachers are not supplemented with adequate examples of implementing scientific approach in English teaching. Third, there are not sufficient sources such as; the books, modules, or other writings can be used in applying the approach. Forth, most English teachers at SMK Negeri 3 Jambi are not trained yet how to implement scientific approach in English teaching.

This study focussed on teaching reading comprehension, the use of scientific approach in teaching reading comprehension. Teaching reading comprehension is always problem for English teachers at this school. Some teachers are not interested in this skill . The same as teachers, studying reading comprehension is also problem for students. The students always get bored when studying reading comprehension. This is because the English teachers do not pay much attention to the way of their teaching. The students said that reading is not necessary for vocational high school students. They said that technical vocational high school students do not need to study English particularly reading comprehension. On the other hand reading skill is an important skill for students as the foreign language learners. Reading is the skill in which students will have the greatest ability at the end of their language study. It can serve as a vehicle for entering into the belles letters of country's present and past civilization. The ability to read will stay with them longer than the other skills and it is the skill that will be most convenient to use (Chastain K, 1983). Through reading, everyone can get information about science, and technology that perhaps they do not know before. Reading is the most efficient way to acquire information about many aspects in the life, since most of available information is delivered in printed media such as journals, newspapers, magazines and books. Therefore, having a good reading skill is needed to know the content of that information. Even in the internet, the information is presented in written form, so the users need to read the information.

Based on the writer's teaching experiences as a teacher for years at public school, most English teachers don't pay much attention to the way of their teaching especially in teaching reading comprehension. Many English teachers use conventional

method in teaching reading such as just ask students to translate the text and answer the questions. Therefore the students as the second language learners, always fail to comprehend the text they learn. The students do not enjoy the lesson, get bored, can't engage with the text, can't develop English skill. As the foreign language learners, there are language aspects that influence in comprehending a text. Approach to teaching is very important in the success of the students in learning. In fact, when learning reading comprehension in the classroom the students often get bored, no motivation, passive, and most students always get low scores in the examination since the way of learning is monotonous. There is something wrong in the approach to teaching them. The students are not conditioned actively, creatively during the learning process as stated in the principles of scientific approach.

Based on the above reasons and explanation, the writer would like to conduct a research on the implementation of scientific approach in teaching reading at the Xth grade students of SMK N 3 Jambi. To make it clear, the writer wanted to find out how the teachers implement scientific approach in teaching reading comprehension . The writer also wanted to find out how the students encounter reading subject. Then the writer would like to find out if the students' score of reading comprehension improve from cycle to cycle. There are three questions in this case that sought to be answered. 1)How does a teacher implement scientific approach in teaching reading comprehension? 2)How do the students encounter reading comprehension by applying scientific approach ? 3)Does the students' score of reading comprehension improve from cycle to cycle?

2. REVIEW OF RELATED LITERATURE

2.1. Scientific Approach

The concept of scientific approach

Scientific approach is a teaching approach emphasized in curriculum 2013 in the learning process. Scientific approach is the inquiry learning that contains constructivism. By implementing scientific approach in teaching and learning practice the students construct their own understanding and knowledge through experience things and reflecting on those experiences. When they encounter something new, they have to reconcile it with their previous ideas and experience, maybe changing what they believe, or maybe discarding the new information as irrelevant. In any case, the students are active creators of their own knowledge. To do this, teacher must ask questions, explore, and assess what the students know. In teaching the teacher must encourage students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure he/she understands the students' pre existing conceptions, and guides the activity to address them and then build on them (Permendikbud no 65, 2013).

In scientific approach the teaching and learning process touches three development domains. They are attitude (Dyers, J.H.(2011, knowledge Bloom (1956), , and skills Dyers (...),which are elaborated in each level of education unit. The three competency domains have the gaining line of different psychology. Attitude is obtained through the activities of accepting, responding, organizing/internalizing, and characterizing/actualizing. Knowledge is obtained through the activities of knowing,

understanding, applying, analysing, and evaluating. While skill is obtained through the activities of observing, questioning, experimenting, associating, and communicating.

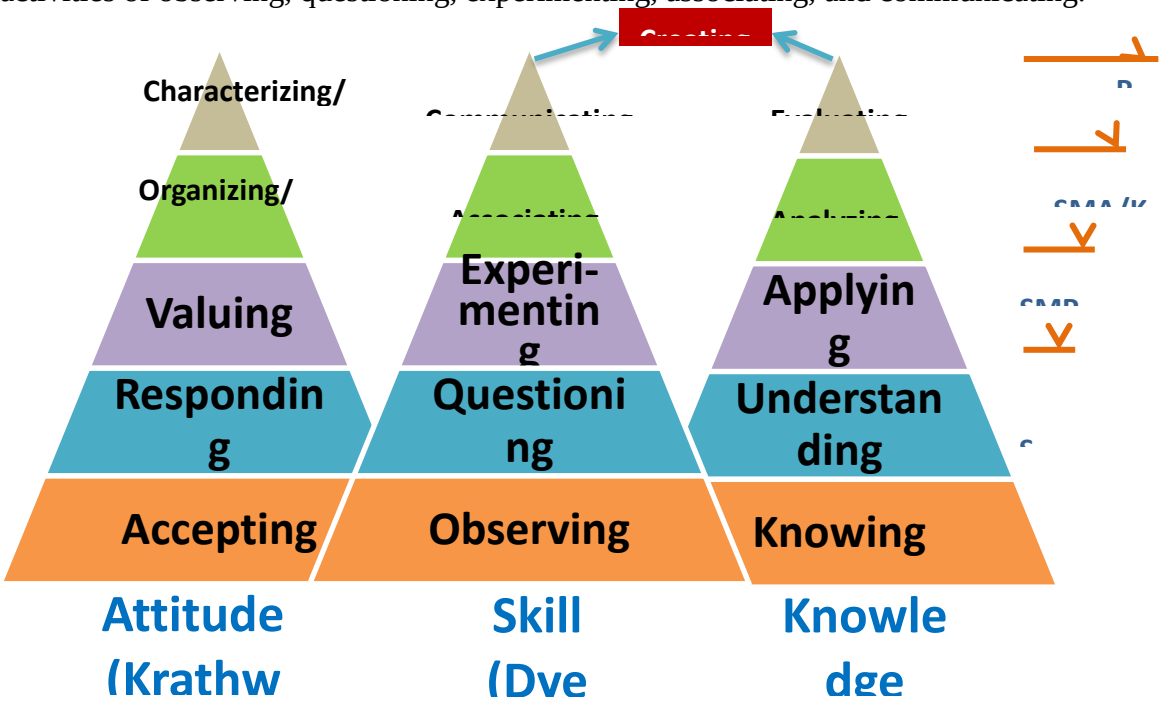


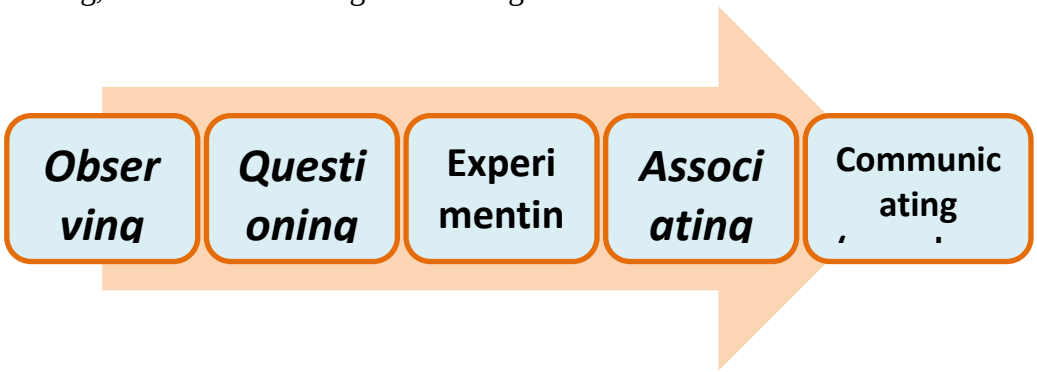
Figure 2.1 Three domains that support creativity in learning process
Adapted from training material of curriculum 2013

The learning principles in Scientific Approach

Principles of learning activities in scientific approach are; students centred, developing students creativity, creating pleasure and challenge condition, containing values of ethics, aesthetics, logics, and kinesthetic. Scientific approach provides various learning experience by applying various strategies and the enjoyable, contextual, effective, efficient, and meaningful learning style (Permendikbud no 81a, 2013).

The learning steps in scientific approach

According Permendikbud no. 81 A in 2013 attachment IV, the learning process consists of five basic learning experiences are: observing, questioning, experimenting, associating, and communicating as in the figure below.



Pendekatan ilmiah dalam pembelajaran

Figure 2.2. Five steps in learning process

Adapted from Dyer's scientific approach

The five basic learning can be simplified in a variety of learning activities as described in the following figure :

Learning steps	**Learning activities**	**Competence development**
Observing	Reading, listening, looking at(without or with a tool)	Training seriousness, thoroughness, searching information
Questioning	Asking questions about the information that is not understood from what is observed or questions to obtain additional information about what is observed (starting from a factual question to the hypothetical question)	Developing creativity, curiosity, the ability to formulate questions to establish critical thinking necessary for intelligent life and lifelong learning
Experimenting	Conducting experiments, reading other sources than textbooks, observing objects / events interviewing with informants	Developing thorough attitude, honest, polite, respecting the opinions of others, the ability to communicate, implementing the ability to gather information through a variety of ways to learn, develop the habit of lifelong learning
Associating	Processing the information that has been collected either limited from the collecting activities / experiments or from the results of activities and events observed to collect information	Developing a honest attitude, conscientious, disciplined, rule-abiding, work hard, the ability to apply the procedures and inductive and deductive thinking skills in concluding
Communicating	Presenting the results of observations, conclusions based on the results of the analysis of oral, written, or other media	Developing a honest attitude , conscientious, tolerance, the ability to think systematically, expressing opinions clearly and concisely, and developing good and right language skills.

Figure 2.3. Five basic learning specified in a variety of learning activities
Adapted from Dyer's scientific approach modified by Kemendikbud

2.2. Reading Comprehension

The concept of reading comprehension

There are two terms discussed when talking about reading comprehension, they are reading and reading comprehension, because in reading we talk of comprehension and the aspects that effect the process of comprehension. Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing) (Grabe, 1991). Good readers can understand the individual word, group of words, and sentences and the organizational structures of a text. They know most of the words in the text already. However, the readers of second language (SL) and foreign language (FL) should monitor their understanding when they read a text, since sometimes the readers lose the meaning of what they are reading. When a reader doesn't catch the meaning, he tries to find out the causes of why he doesn't understand the meaning. It can be because of his lack of understanding the vocabulary or the structures of how the sentence are constructed. For this reason he tries to search the meaning and how they are constructed. In this occasion, the process are happening from he doesn't understand to become he understands. In other words, the vocabulary and grammar acquisition are taking place.

Reading comprehension is the ability to convert written language into forms nearer those used in inner thought or dialogue (Garner, 1988). Therefore there are some aspects that gives difficulties in comprehending the reading text. In comprehending a reading text one tries to understand the knowledge of words, arrangement of the words and group of words, and to comprehend the organization of paragraph according to the convention of written English. In this case, the reader should analyse a word, a group of words, the arrangement of the words, how the words are constructed in order to catch the meaning in relation to what the context of text about, in what filed the reading are talking about(Garner,1988).

A text is any piece of written language that convey meaning (William, 1987). Therefore, every written language is a text whether it is announcement, letter, advertisement, information etc. It means through reading we find many various words and grammar in different context and through reading natural context are found. In this study what the writer means by texts are those written in the textbook of vocational senior high school.

As explained above that reading is not a passive process, in which a reader takes something out brings his knowledge to recognize some aspects what is in it. They can be the message, vocabulary knowledge, grammar knowledge etc. When a person reads a text, he is attempting to discover the meanings of what he is reading using visual clues of spelling, his knowledge of probabilities of occurrence, his contextual pragmatic knowledge and his syntactic and semantic competence to give meaningful interpretation of the text.

3. METHOD

The writer used the research design the Spiral model by Kemmis and McTaggart (1998). The main concept of the action research of spiral model by Kemmis and McTaggart consists of four components, they are planning, acting, observing, and

reflecting. This four phases are considered one cycle. After finishing one cycle, it was continued by the second one.This research was conducted in three cycles.

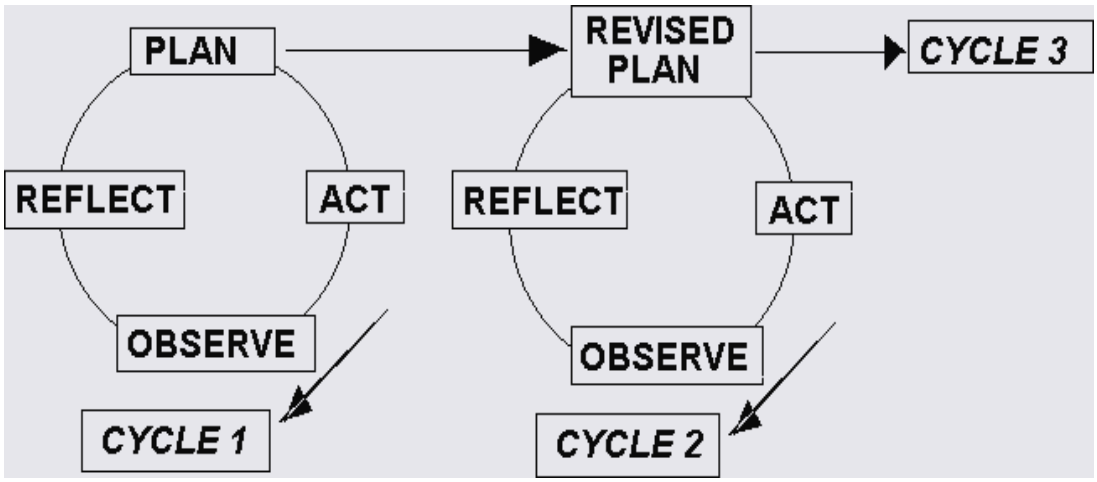


Figure 3.1 the Procedure of Classroom Action Research
(Adapted from Kemmis and Mc Taggart's model, 1998)

3.1. Subjects of the study

The subjects of the study are the students of class X TAV (Technique Audio Video) of SMK N 3 Jambi in academic year 2014/1015 which consists of 24 students. The writer conducted the research here since the writer teaches in this class. This is to make easier to manage the students and the class since he also has the long experiences teaching in this school. During his teaching in this school the writer noticed that the students are very poor in comprehending a reading material. The students also have low motivation in learning this skill so other approach is needed to teach them to improve their reading comprehension.

3. 2. Data collection and data analysis

Teacher's note, students' diary, and test were used as instruments to generate data. The data aim to support the success of the research. The instruments help the writer to get information about how the teacher teaches reading comprehension by applying scientific approach, and how the students learn reading comprehension, how are their scores from cycle to cycle through the variety of learning strategies, various tasks, discussion techniques, grouping, and the choice of interesting reading material. The descriptions are as follows :

Teacher's note

The teacher's note was obtained through note taking during the learning process. The researcher was to write the scenario of the teaching and learning, progress, and problems found during the learning process, from the beginning of each cycle until the end in which each cycle consist of planning, acting, observing, and reflecting. The teacher as the reseacher made notes what he and the students did during the teaching learning process.The teacher indentified the problems in each cycle and the improvement that the students achieved from cycle to cycle.

Students' note

Students' note is a kind of diary written by each student at home after the learning process and collected in the following day. In their note the students wrote their experience during the teaching and learning process took place such as the scenario of the learning reading comprehension, how they studied it, and how the teacher taught them reading comprehension, what parts make them enjoy and what parts make them find difficult to do. This is to get their comment of how they acquire reading comprehension during the teaching learning process. The researcher also provided a paper that contained a guidance to write.

Test

Test was given after finishing one cycle. The results were analysed by calculating the individual degree of score and subject mean score, classifying the scores based on the standard assessment based on curriculum 2013. How many percents of the students could achieve minimum mastery criterion (KKM) of score of 75. The score analysed consists of tests obtained from cycle I and the next cycle . From the result then was obtained the students' progress in reading comprehension from cycle to cycle.

Table 3.1 : The classification of the score based on Curriculum 2013.

No	Score Interval	Predicate	Competence Grade		
			Knowledge	Skill	Attitude
1	95 - 100	A	4	4	SB
2	90 - 94	A-	3.66	3.66	
3	85 - 89	B+	3.33	3.33	B
4	80 - 84	B	3	3	
5	75 - 79	B-	2.66	2.66	
6	70 - 74	C+	2.33	2.33	C
7	65 - 69	C	2	2	
8	60 - 64	C-	1.66	1.66	
9	55 - 59	D+	1.33	1.33	K
10	51 -54	D	1	1	
11	Below 50	E	0	0	-

3.5. Validity/Reliability

In this research the test was given to the students in three times; Test 1 in cycle I, test 2 in cycle II, and test three in cycle III. Each test was given at the end of each cycle after finishing all activities in teaching and learning reading comprehension by implementing scientific approach. Each test was to measure how far the students comprehend the reading text after they learnt. The three tests were taken from the book

used in this level (Kemendikbud, 2014). Therefore the three tests are valid and reliable since the validity and reliability have been measured before by the government.

4. RESEARCH FINDINGS AND DISCUSSION

This action research implemented curriculum 2013. Based on curriculum 2013 the students are demanded to be active, creative, and innovative during their study and after graduate. The students must be able to solve their problem in learning. The learning steps used scientific approach which consists of five steps, they are observing, questioning, experimenting, associating, and communicating. To apply all the principles of the curriculum 2013 as described above, the teacher designed the students' tasks to make them active in all learning activities. During the teaching and learning process the teacher avoided talk much to create the learning activities to be the students centred learning. This study was conducted in three cycles.

Cycle one

Based on the teacher's note and the students' diaries, the action of cycle one was conducted in three meetings. First meeting was done on March 25, 2015, the second meeting was on March 27, 2015, and the third meeting was done on March 30, 2015. The teaching and learning activities implemented scientific approach based on curriculum 2013. The skill of the English language taught and learnt is reading comprehension. All the activities in the teaching and learning the reading comprehension was done according to the lesson plan had been made before. The lesson plan was arranged based on the English syllabus used in vocational senior high school and the model of the lesson plan used in those schools.

In observing step the students did Task I: the students were asked to read the text individually and find the general idea of the reading. The teacher asked a question what is the reading about and some students answered. In questioning step the students did Task II: the students were given the time to make questions related to the reading text, the teacher and their friends tried to answered the questions. In experimenting step the students did Task III: the students were asked to read the text again and write down all words they didn't understand. Task IV: The students were asked to find the meaning of the words they wrote by looking up the meaning in their dictionary, hand phone , internet or wherever they could find it. In associating the students did Task V: the students were asked to summarize one paragraph for one group, and then reported the result of their works. In communicating step the students did Task VI: first the group of the students combined the summary of each paragraph and gave them time to practise the result, after that one of the group member retold the reading comprehension. The last the test was given to them. All tasks of the students were designed by the teacher to make all students participate and active in the learning activities. The teacher's role was to manage, monitor, give instruction, and correct the students' mistake.

The problems faced by the students during the teaching and learning activities in cycle one are listed below.

1. The students were not active in answering teacher's question and giving comments.
2. The students found difficulties in making questions.
3. Finding out the unfamiliar words from the text was not an effective tasks. It was wasting time and not focus to the content of the reading.

4. The students found problem in pronouncing the words when reporting the words so it is difficult to understand.
5. The meaning of the words they found were not in the reading context.
6. The meaning of the words they found were not understood deeply, lexically, and syntactically.
7. They found difficulties in summarizing the paragraph and the text. The students didn't know which one was the main idea, and how to reconstruct the new sentences.
8. They found difficulties in reporting the summarizing. They could not communicate well. The had problem in speaking competence.
9. The test result was still very low. It meant they still didn't comprehend the text.

Revision of cycle one

Briefly, the revisions in the implementation of the teaching and learning process in cycle one were as follows ;

a) The teacher changed the model of task about finding out the difficult words from the text freely but provided some words considered not familiar to the students in order that the student didn't spend too much time in doing the task and to make it not go far from the text.
b) The teacher added more tasks on vocabulary and grammar knowledge related to the reading.
c) The teacher motivated the students to answer questions and give comments.
d) The teacher gave clear instruction in each activity of what the students did.
e) The teacher gave time for students to practice the pronunciation before reporting the words so they could pronounce the words correctly..
f) The teacher made the other task instead of summarizing the paragraph and the text to find out the main idea of the text.

Cycle two

The action of cycle two was conducted also in three meetings. First meeting was done on April 23, 2015, the second meeting was on April 25, 2015, and the third meeting was done on April 27, 2015. Based on the teacher's observation, students' diary, and the test results, some activities didn't run well and effective in cycle one . This was shown by the students when they did the task they had problem but for some tasks the students didn't find any problems in doing them. Therefore, some tasks and activities were revised in the planning phase of cycle two.

In observing step the students did Task I: the students were asked to read the text distributed to them and find the general idea of the text. In questioning step the students did Task II : the students were asked to make question related to the text. In experimenting step the students did Task III: the students were distributed the list of unfamiliar words take from the text and asked to match the words with their Indonesian equivalents. After that the students were asked to exchange his/her work result to their friend's sitting next to him/her. Task IV: the students were asked to fill the incomplete sentences by choosing the correct words provided. After that the teacher and the students discuss together. In associating step the students did Task V: The students were asked to fill the charts in groups to find the main idea and supporting sentences of one paragraph for one group. After that they reported the results of their work. In communication step The students did Task VI: The students in the new group member

were asked to combine the main idea and supporting sentences done in Task V. After that they were given the time to practise , and then retell the content of the reading. The last the test was given to them. In this cycle all the students' tasks were designed by the teacher to make the students participate in the learning activities some tasks were the same as in cycle I and some tasks model were changed. The teacher's role in this cycle was to manage the class, monitor, gave the instruction and correct the students' mistake.

The problems faced by the students during the teaching and learning activities in cycle two are listed below.

1. The students were not active in answering teacher's question and giving comments.
2. The students found difficulties in making questions.
3. The students found problem in pronouncing the words when reporting the words so it is difficult to understand.
4. The meaning of the words they found were not in the reading context.
5. The meaning of the words they found were not understood deeply, lexically, and syntactically.
6. They found difficulties in finding the main idea and supporting sentences from the text. The students didn't know which one was the main idea and supporting sentences, and how to reconstruct the new sentences.
7. They found difficulties in reporting their result discussion. They could not communicate well. The have problem in speaking competence.
8. There was an improvement of the test result but some students still got low score.

4. Revision of cycle two

The revisions in the implementation of the teaching and learning process in cycle two were as follows ;

a) The teacher gave time for students to practice the pronunciation before reporting the words. so they could pronounce the words correctly.
b) The teacher added more time for the discussion in each task.
c) The teacher was more involved in each students' activities to solve the problems in understanding the words or sentences in the reading.
d) The teacher helped students to make sure that they got the correct answer when they were doubtful of their friends' opinion.
g) The teacher kept on motivating them in joining the lesson and following all steps, tasks, and activities during the teaching and learning the reading comprehension.
h) The teacher and the students discussed the whole text after the students finished doing all activities

Cycle three

The action of cycle three was conducted also in three meetings. First meeting was done on May 20, 2015, the second meeting was on May 21, 2015, and the third meeting was done on 22, 2015. All activities during the learning process in cycle two were also evaluated by the teacher through the teacher's note, students' diaries, video and the students' test result. By the revised plan the teacher designed the technique and strategy of the learning process. After analysing the cause why the students faced

difficulties in doing tasks, the teacher gave the same task model as in cycle one because the problems were not in the task model but the problems were due to their lack of vocabulary and grammar knowledge. This was shown by, when doing the tasks they made many mistakes in understanding the words, constructing the sentences to express their idea and pronouncing the words or sentences. To overcome this problems the teacher held more discussion and explanation in every task done by the students.

In observing step the students did task I: They were asked to read the reading text individually in ten minutes and find the general idea of the reading. In questioning step the students did task II: they were asked to make questions related to the text. After that the time was given for students to answer and then the teacher. In experimenting step the students did task III: they were asked to match the words with their Indonesian equivalents. After that the class discussed the answer and the teacher explained more about the words. Task IV the students were asked to fill the incomplete sentences by choosing the words provided. After that the class discussed the answer and the teacher explained more about the words and the sentences. In associating step the students did Task V: The students were asked to fill the charts in groups to find the main idea and supporting sentences of one paragraph for one group. After that they reported the results of their work. In communication step The students did Task VI: The students in the new group member were asked to combine the main idea and supporting sentences done in Task V. After that they were given the time to practise , and then retell the content of the reading.

To make sure that the students comprehend the reading the teacher and the students discussed together from the beginning up to the end. The teacher read sentence by sentence then asked questions about the sentences to check their understanding about the sentences. The last the test was given to them. Since in this cycle there were more discussion, the students were more active. Many students participated in the discussion. This was shown by that many students answered teacher's question and gave comment. The students enjoyed the learning activities. The teacher's role in this cycle was more involved to help the students' problem in every activities done by the students.

The problems faced by the students during the teaching and learning activities in this last cycle was as follows.

1. They found difficulty in understanding the words and sentences deeply.
2. They found difficulty in constructing the sentences to express their idea.
3. The students found difficulty in pronouncing the words when reporting the words so it is difficult to understand.

The three problems above are generally faced by most students. The students were still lack of vocabulary and grammar knowledge. The students found difficulties in understanding the words, phrases and sentences. The students found difficulty in making the sentences. The students also often made mistakes in pronouncing the words. To minimize this in the last cycle the teacher was more involved in the discussion to help the students to understand the words, sentences and the text. The teacher also gave time to the students to practise their speaking before reporting the result of their task. Therefore in this cycle the problems were solved and the students could enjoy the lesson.

Test results

At the end of each cycle the test was given to the students. The test was to check how far the students comprehend the reading after all learning activities had finished. Since this action research were conducted in three cycles, the test was given in three times. The test result shows that the students' scores were improved from cycle to cycle. In test I the students' mean scores were 65.71, in test II the students' mean scores were 83.88, in test III the students mean scores were 94.3. While the students who could achieved the Minimum Mastery Criterion were also increased. In test I there were 20.8 % students achieved the Minimum Mastery Criterion, in test II 70.9% achieved the Minimum Mastery criterion, and in test III there were 96% students achieved the Minimum Mastery criterion. The mean scores of the students and the percentage of students who could achieve the Minimum Mastery Criterion (KKM) in three tests was shown the charts below.

Figure 5.1. The students' mean scores in test I, II, and III.

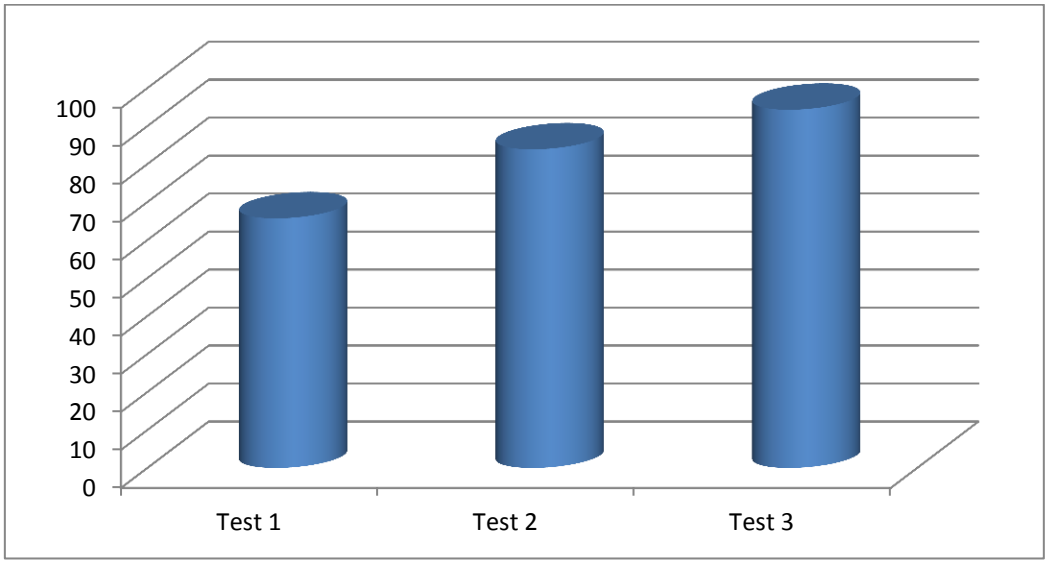


Figure 4.1. above described that the students' mean scores improved from test 1 is 65.71; test 2 is 83.88 , and to test 3 is 94.3 .

Figure 4.2. The percentage of students who could achieve the Minimum Mastery Criterion

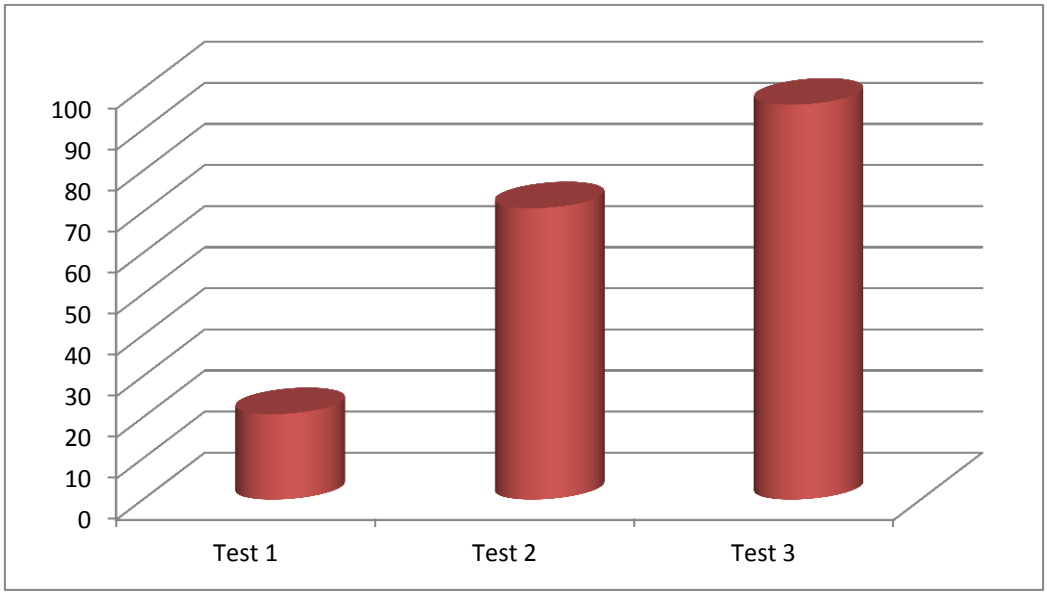


Figure 4.2. above described that the students' percentage who achieved the Minimum Mastery Criterion improved from test 1 is 20.8 %, test 2 is 70.9% , to test 3 is 96%

5.CONCLUSION

After finishing conducting the study of class action research at SMK N 3 Jambi in academic year 2014/2015 by implementing scientific approach in teaching reading comprehension, it can be concluded that the students enjoyed learning reading comprehension. The students improved their scores in reading comprehension from cycle to cycle after some revisions in designing of the students' tasks, and the role of the teacher in the class. Overall the implementation of scientific approach in teaching reading comprehension at SMK N 3 Jambi in the year of 2014/2015 is concluded as follows;

1. The teacher followed the five steps of the scientific approach ; observing, questioning, experimenting, associating, and communicating in the learning process.
2. The teacher designed tasks/activities done by the students adjusted to the five learning steps in scientific approach with the purpose of comprehending the reading text.
3. The tasks made by the teacher were to make the students more active, creative, and involved in the learning process as stated in the principles of scientific approach.
4. The students encountered reading comprehension by doing the tasks/activities given by the teacher individually and in groups.
5. The students were active, creative and more involved during the teaching learning process of the reading comprehension.
6. The students still faced difficulties in doing the tasks/activities in associating and communication steps.
7. The teacher made some revisions in each cycle after reflecting all activities and analysing the problems.
8. The students improved their score from cycle to cycle.

The difficulties faced by the students during the teaching and learning process were as follows :

1. The students found difficulties in understanding the words in the context.
2. The students found difficulties in understanding the use of words in the sentences, as a result; they found difficulties in comprehending the text.
3. The students found difficulties to construct sentences to express their idea due to their lack of vocabulary and grammar knowledge.
4. The students found difficulties in pronouncing the correct pronunciation so it was difficult to understand when they spoke.

6. Suggestion and recommendation

Since the students found some problems in learning process, the writer gave some suggestions as follows;

1. The teacher should design the suitable tasks in accordance to the students' competence.
2. The teacher should know the students' competence before applying a certain approach in teaching.
3. The teacher should be more involved in all students' activities when conducting scientific approach in teaching in this level.
4. There should be more discussion during the teaching and learning process.
5. The teacher should keep on motivating students to be active, creative in the learning process as curriculum 2013 demanded.

Finally the writer recommends that the further class action research are continuously needed to make the teaching are better and better. The teacher should research the cause why the students found difficulties in learning and how to solve the problem, how to improve the four English skill. In this research the writer recommends the teacher, researcher, or educational practitioner conducting the class action research of the implementation of scientific approach in teaching writing, speaking and listening. Due to the students' lack of vocabulary and grammar knowledge, the writer also recommends them conducting the class action research of improving the students' vocabulary mastery and grammar mastery. The writer also recommends them conducting the class action research of improving students pronunciation and speaking ability.

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TYPES OF MOTIVATION APPLIED TO ELEVATE STUDENTS' ABILITY IN LERNING ENGLISH

Chamisah
chamisah70@gmail.com
A lecture at English Education Department
Tarbiyah Faculty and Teacher Training, UIN Ar-Raniry Aceh

ABSTRACT

This study aims to know the dominant types of motivation applied by the students at university level to elevate their ability in learning English as a target Language (L2). Motivation is regarded as a significant element in the success of any activity. It is due to motivation plays an important role in achieving the goals. There are many types of motivations. However, here, it was only focused on Integrative motivation, and Instrumental motivation. In addition, the study was qualitative in nature. A questionnaire was distributed to 40 students in order to collect the primary data at English Education Department Tarbiyah Faculty and Teacher Training UIN Ar-Raniry Banda Acheh. Besides, structural interview used as secondary data. Finally on the basis of finding a number of generalizations were made. In according with this only few students motivated themselves by applying integrative motivation or instrumental motivation. However, they combined both of them; integrative and instrumental motivation. In conclusion, most of students of university level applied both integrative and instrumental motivation to elevate their ability in learning English.

Key words: Type of Motivation, ability in learning English, the students of English Education Department at Tarbiyah Faculty and Teacher Training UIN Ar-Raniry

INTRODUCTION

Generally, motivation is defined as the force that compels a person to action. It drives one to work hard and pushes him/her to succeed. It also influences his /her behavior and ability to accomplish goals. In addition, motivation is an essential factor that plays a major role in achieving many fundamental goals in a student's academic life (Christiana, 2009). It is the pushing wheel of the learning vehicle that students ride to reach their educational goal. In short, motivation plays an important role in learning because it is goal-directed behavior. It has been identified as the learner's orientation with regard to the goal of learning a target language (Crookes & Schmidt, 1991)

Different students have different reasons for studying a language as well as English. Sometimes they study English because of practical reasons while other times they have a special affinity for the particular language. In line with this language teachers are often aware of the career advantages that language proficiency can bring, but to many language learners, studying the language is only an abstract undertaking required for an academic degree.

Since the seminar work of Gardner and Lambert in 1972, language teachers have realized that motivation plays an important role in language learning. Gardner and

Lambert are responsible for proposing the most commonly used framework for understanding the different motivations that language learners, including English leaners typically have.

Based on the explanation above, there are many different types of motivation. Each of them influences behavior in its own unique way. No single type of motivation works for everyone because each of them has different personalities that are effective at inspiring his/her conduct. Here, in this study it will be taken for example two different types of motivation, which according to Gardner and Lambert (1972) is likely to be the two most important under the concept of motivation. They are integrative motivation and experimental motivation.

LITERATURE REVIEW

A. Integrative Motivation

Integrative motivation is defined as the evolvement that generates from inside. Accordingly "integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation" (Finegan, 1999: 568). Learners do something for the pure pleasure of doing it (Tileston, 2010). Achievement The progress students make and that is determined according to their grades in a class (Lokie, 2011). In addition, integrative motivation is a usual behavior of someone who appreciates the target language community, and studies the language for the reason of joining that community. Those interactively motivated students should hold an internal motivation for learning the language (Gardner, 1985). Learners integratively want to learn the language so that they can better understand and get to know the people who speak that language. (Masgoret and Gardner, 2003) in their book say that motivation a student can be integratively motivated if he or she is inspired to learn, willing to join the other language group, and holds positive attitudes towards the learning process.

Integrative motivation indicates an affirmative view of target language and its culture to the extent that learners perhaps would like to join the culture of the language and becomes related to L2 speakers (Dornyei, 2006). Moreover, motivation is distinguished by the learners' positive attitude towards the target language group, and the desire to interact with those group members (Qashoa, 2006). In addition, integrative motivation is based on interest in learning target language in this case English because of a desire to learn about or associate with people who use it (e.g. romantic reasons), or because an intention to participate or integrate in the L2 using speech community; in any case, emotions or affective factors are dominant (Saville & Troike, 2005). Moreover, it is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk, 1978).

In short, Integrative motivation is associated with a positive disposition towards the target language group and the desire to interact with, and even become similar to, valued members of that community. It means learning the language out of interest in or desire to identify with the target culture.

It is integrative motivation which has been found to sustain long-term success when learning a second language (Taylor, Meynard & Rheault, 1977; Ellis, 1997; Crookes et al., 1991). In some of the early researches conducted by Gardner and Lambert integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation (Ellis, 1997).

B. Instrumental Motivation

Instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a second language (Hudson, 2000). It is thought to be the purpose of learning target language when the learner is not interested in interacting socially with new target for language community members. Here, learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college.

In addition, instrumental motivation also refers to the perceived pragmatic benefits of a language target proficiency and reflects the recognition that for many language learners it is the usefulness of t parget Language proficiency that provides the greatest driving force to learn language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering target language" (Dornyei, et al., 2006, p.12). It means learning the language as an instrument to achieve practical goals.

Then, Gardner (1985) suggested that instrumental motivation was the stimulus for learning generated by utilitarian objectives upon the uses of the languages. It emphasizes the importance of the functional reasons for learning the language such as getting a high-ranking job with a good salary (Gardner and Lambert, 1972). Moreover, Tileston (2010) defined instrumental motivation as the motivation that engenders due to the promise of a touchable, salable prize. Accordingly "extrinsic motivation is the desire to do something because of the promise of or hope for a tangible result" (p.8).

Furthermore, instrumental motivation, involves perception of purely practical value in learning English, such as increasing occupational or business opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school. Example: A professional designer in Jakarta who's just finished university and is willing to find a good job. He would probably find different kinds of offerings to start working, but, there is one special for him, that will pay him very well and his/her economical situation will change enormously. However, there is one condition to be accepted on the job, the designer they were looking for, must have good English qualities. After analyzing this example, it could be considered that learning English will be conducted by instrumental motivation, since the willing of having a good job and a good economical situation will impulse the learner to acquire a target language (English).

Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture. Integrative motivation refers to "an openness to identify at least in part with another language community "Gardner and Masgoret, (2003, P.126). Ellis (1997) explains that learners learn target language in order to fulfill the desire to mix up in the people and culture of the target language.

PURPOSE OF THE STUDY

This study aimed to provide a better understanding about the dominant types of motivation applied by the students to elevate their ability in learning English as a target Language at English Education Department of Tarbiyah Faculty and Teacher Training UIN Ar-Raniry.

METHODOLOGY

The researcher conducted a study of 40 students from 2 different Writing classes at English Education Department of Tarbiyah Facuty and Teacher Training UIN Ar-Raniry Banda Aceh.

The students were required to complete a questionnaire showing their types of motivation applied in learning English. Sixteen items were provided: eight items for integrative motivation and other eight items for instrumental motivation. The questionnaire put emphasis on the type of motivation applied among students.

The questionnaire consisted of sixteen different items, each with a five-point scale ranging from Strongly Agree (1) to Strongly Disagree (5). Eight items measured integrative motivation and other eight items measured instrumental motivation. The instructions for completing the questionnaire were explained by the researchers. Respondents were given 24 minutes to answer the questionnaire. As secondary instrument, a structured interviewed was applied.

Descriptive analyses were used to describe the data in order to get the results for the types of motivation applied among students in learning English.

The finding of the study showed that the majority of students had chosen both type of motivation that motivated them to learn English. Accordingly, no dominant types of motivation applied by students to elevate their ability in English. It indicated that they learned English because they want to know and recognize English as English itself and its culture and also they want to use it as their basic media to get benefit on their future, such as getting job, etc.

CONCLUSION

Most of students at university level applied both integrative and instrumental motivation to elevate their ability in learning English. It means no dominant types used. It demonstrated that both types of motivation that are integrative and instrumental facilitated learning English.

RECOMMENDATION

This study is very important, especially for the lectures who teach English. They should put emphasis on increasing students' integrative and instrumental motivation. Lectures should find out appropriate activities that enhance students' motivation. They should use effective strategies to motivate students of different groups. They can inform their students the significance and usefulness of these strategies. In order to motivate students to learn English, lectures should adjust their teaching techniques based on their students' needs to enable them to learn English easily. In conclusion, motivating students is necessary to ensure learners' academic growth. Encouragement can make learning more efficient and improve the classroom atmosphere. Successful learners are motivated by both internal and external factors and both types should be promoted in the classroom by lectures.

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AN ANALYSIS OF THE ENGLISH TEACHERS' ABILITY IN CREATING ONLINE TEACHING MEDIA AT SURABAYA AND SIDOARJO ISLAMIC SENIOR HIGH SCHOOLS

Rizka Safriyani
rizkasafriyani@yahoo.com
Lecturer of English Teacher Education Department
UIN Sunan Ampel Surabaya

ABSTRACT

As an English teacher, teacher must be able to develop a good teaching media. Traditional textbooks, while useful, are insufficient to address many questions. As a result, teachers try to look for another resources, social networks, and the web for answers to their questions. This study focuses on the teachers' ability in creating online teaching media at Surabaya and Sidoarjo Senior High School. This study also portrays the challenges and the opportunity of the online teaching media usage. It also covers the information about language preferably used by teacher in the online teaching media usage. Nine teachers are chosen from Surabaya and Sidoarjo as the subject of the study. Quantitative and Qualitative approach is used as the design of the research. Interview and documentation are used to collect the data. Next, the data are analyzed by using Likert Scale followed by triangulation. The result shows that teachers' ability in creating teaching media is good. The challenges of online teaching media usage are school facilities, time management and school regulation. The opportunity of online teaching media usage are active learner, monitoring role and active teachers. The language preferably used by teachers on their online teaching media are English Indonesia, English and English Arabic.

A. BACKGROUND OF THE STUDY

Methods of teaching to advance student learning is changing as fast the technology appears. They may not need to embrace new methods, but rather strive to consider all options to find their voice. Regardless, teacher uses of various forms instructional media and technology in teaching, whether new or old, can have a profound impact on student learning. When done well, using a variety of media can enliven a class, encourage student participation, and help students grasp difficult concepts. When used poorly, these same tools can obscure teacher instructional objectives and make students confused, anxious and frustrated.

Teaching media is important in language teaching. Teaching media can be used as the teaching instrument which can help teachers to explain the materials clearly. There are three types of teaching media; visual media, audio media, and audio visual media. Moreover, teaching media has great functions to support the teaching process, to clear up the material in order not be too verbal that students can catch the information, to overcome the limitation of time, to attract students attention to follow the teachers, and to make students more spirit inside and outside the class. In line with the growing of communicative activities in language teaching, students may initiate their autonomy learning through the teaching media such as computer, textbook, newspaper, pictures,

audio, and video. The same teaching media which is used with different strategy may cause different result for the students.

Media can be a component of active learning strategies such as group discussions or case studies. Media could be a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience.Nowadays, the number of internet user is approaching three billion users throughout the world by the end of this year and two third of them are from developing countries. It shows that Indonesia mainly becomes the part of the internet users. The number of Indonesian internet users was 74.6 million users[2]. It provides a big opportunity for teacher to use internet in teaching and learning process since it involve a lot of users. Internet can provide a lot of teaching resources. Teaching-learning activities including the outcomes of interaction among teacher, student and education environment in accompany with technology make the process of learning more effective.

Moreover, in a virtual system of learning, technology replaces educational environment. Media in combination with internet connection as a technology may help to reduce transactional distance in learning - that is the communication gap or psychological distance between participants which exists in the virtual learning environment. The quality of sound or music, movie or images and text construction in an e-learning environment is in interaction with internet connection characteristics. It provides a great opportunity to use and create online media for teaching and learning process. The use of social media, online grade system, online quiz maker or online video production becomes the great instrument to be used in having teaching and learning activities.

As an English teacher, teacher must be able to develop a good teaching media. Teacher must be able to determine the best media for their students with the given context. Furthermore, structuring lesson plan and teaching media also strengthen their language skills, grammar and vocabulary as their sub skills in language teaching. Therefore, a research about teachers' ability in creating online teaching media is necessary to be conducted. Given their specific requests and readiness for improvement, teachers and those who support their growth and development continually look for resources to meet teachers' needs. Traditional textbooks, while useful, are insufficient to address many of the questions; moreover, few have the types of authentic application tasks and complex texts that new standards require. as a result, teachers and others look beyond resources already in their schools and districts to colleagues, social networks, and the web for answers to their questions.

B. RESEARCH PROBLEMS

This research presents three major following research problems :

1. How is the English teachers' ability in creating online teaching media especially for Surabaya and Sidoarjo Islamic Senior High Schools ?
2. What are the opportunity and challenges faced by the teacher in the online teaching media usage ?
3. What languages are preferably used by teacher in the created online teaching media ?

[2] http://wikieducator.org/Emundus/Indonesia retrieved on 29 May 2014

C. OBJECTIVE OF THE RESEARCH

This research presents three major following objectives of the research :

1. To describe teachers' ability in creating online teaching media especially for Surabaya and Sidoarjo Islamic Senior High Schools.
2. To explain the opportunity and challenges faced by the teacher in the online teaching media usage.
3. To portray language which are preferably used by teacher in the created online teaching media

D. SIGNIFICANCE OF THE RESEARCH

This research presents three major following significance of the research :

1. For the Institution
   This research can be used as a reference for the institution, the faculty even for the English Teacher Education Department to set some program in relation with the development of teachers' ability in creating teaching media. It will be used to portray the need to develop service learning and community development programs for educators in East Java.
2. For the teacher
   This research is useful for the teacher since the teachers' product can be used and disseminated to all English teachers throughout the world and give beneficial impact locally and globally.
3. For the reader
   This research is useful for the reader to give them an overview about the opportunity to develop online teaching media based on the opportunity and challenges faced by teacher in the online teaching media usage. It also portrays language used by teacher in teaching English

E. RESEARCH METHOD

This research uses qualitative and quantitative approach where it is focused on the teachers' ability to create online teaching media. The qualitative approach is used to strengthen the quantitative data taken from the scoring sheet. The quantitative approach is used to portray the teachers' ability in creating teaching media. The subject of the research are 9 English teachers from Surabaya and Sidoarjo who are chosen randomly. Field note, evaluation checklist, interview guide, and validation sheets are used to gain the whole data. The evaluation checklist used is adapted from various resources and it is validated by the peer researcher. Likert scale will be applied to each criteria with the range of Very Good (5), Good (4), Fair (3), Poor (2) and Very Poor(1). The form of the evaluation checklist is as follows :

Media Evaluation Checklist

Media Indicators	1	2	3	4	5	6	7	8	9
1. Overall effectiveness of media									
2. Project Clarity									
3. Completion of goal and objective									
4. Indication of Thinking and Learning									
5. Use of Media Resources									

Table 1
Media evaluation Checklist

Individually, teacher is interviewed to get the data about the challenges and the opportunity of the online teaching media usage. Interview is also used to get information about preferable language used by teacher in the created teaching media. Next, the researcher collects the teachers' online teaching media. If they dont have or do not able to make it, the existing media used by teacher is collected.

The procedure of the data collection is as follow :

1. Interviewing some samples
2. Collecting the media
3. Confirming the content of the media

Next, the data are analyzed through the following steps :

1. Classifying the data with the existed rubrics
2. Reducing data and doing Triangulation.
3. Interpreting the data.
4. Concluding the findings

F. FINDINGS AND DISCUSSION

1. Teachers Ability in Creating Online Teaching Media

There are three teachers who are able to create online teaching media and it is presented below :

a). Teacher A

Teacher A teaches English at Islamic Private School in the Sub Urban of Surabaya. She has been teaching there for more than 6 years. She is the main teacher there. She teaches grade X, XI and grade XII. She is computer literate and frequently uses online materials for her teaching process. She uses PowerPoint slide frequently. Her school provides internet connection for the teachers. The students cannot get the internet access unless they use their own internet connection. Teacher A uses her own

computer and connect it to the projector when she uses online teaching media. The students can come forward to do some exercises and discuss it together with his/her classmates. She uses www.englisch-hilfen.de/en frequently. Based on the result of the interview, this website is useful because it promotes not only explanation but also a lot of exercises in grammar, vocabulary and also 4 language skills. It covers English words, practice grammar, some basic rules, prepare for exams, do tests or just have fun playing games in English. She doesn't have a personal blog to attach the materials. She tends to access it directly. Her favorite menu of this website is the direct response of the quiz. Students can get direct explanation of the questions. Students feel so curious and want to answer another question in group

Picture 2
Online Teaching Media Used by Teacher A

Teacher A is also able to create her own Online Teaching Media. She spends two hours to create one online teaching media. She creates the outline of the story first and then decides each detail within the comic creation. She uses www.toondoo.com to create an interesting recount story just like in the picture below.

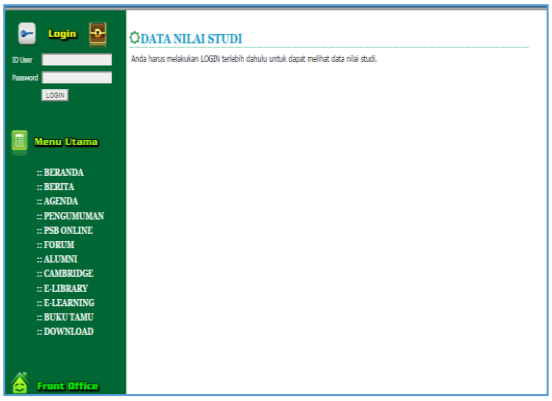
Picture 3
Tondoo Comics created by Teacher A

In her opinion, this comic is very good to develop students' creativity if the students want to create their own story in the future. She feels that this website is useful to create a story because it has a lot of template that can be chosen. Within English teaching and learning process, students are expected to create their own text in a group or individually at the final stage of each unit. Teachers must be able to provide a lot of example so that the students can do it as well.

The overall effectiveness of her media is good since it represents the text in the form of visual clues. The project clarity is good because she uses this media for the clear purpose. The completion of goal and objective of the lesson can be reached as well through the use of this online teaching media. This media represents thinking and learning process because students are expected to think critically about the given picture/story. In creating online media, she uses www.englisch-hilfen.de/en as the reference and some information taken from the textbook. Therefore she uses a lot of various resources to create her online teaching media. It can be concluded that generally teacher A is good in creating online teaching media since her product can meet all of the required criteria of a good media.

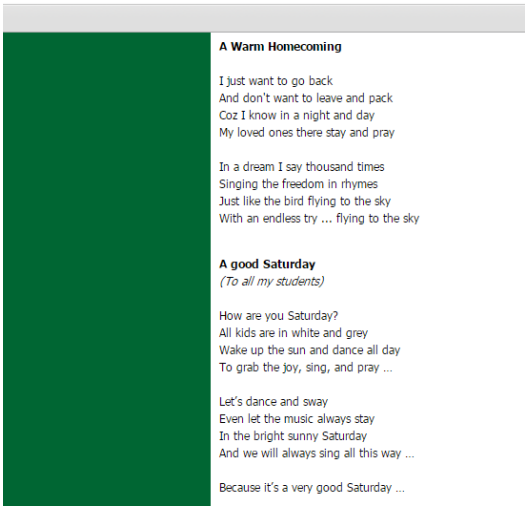
b). Teacher B

Teacher B teaches English at Islamic Private School in the Centre of Surabaya. He has been teaching there for more than 4 years. He is the main teacher there. He teaches grade XI and grade XII. He is computer literate and frequently uses online materials for his teaching process. He uses a lot of different teaching media in his teaching process. He has been familiar with online teaching media since 2008. He believes that online teaching media is very useful because it can be accessed not only inside but also outside the school. He uses online teaching media to make his students become interested in English. He also creates ICT based teaching media for example video and charts in his teaching. His school provides a fast internet connection for the teachers. The students can get the internet access easily. Teacher B uses classroom computer and connects it to the projector when he uses online teaching media. The students can come forward to do some exercises and discuss it together with his/her classmates. His school has a good system of online academic program which enable teacher and students to access all of the information about academic life within the school activities. He used to post some materials on his account and used it as an online teaching media.



Picture 4
Online Academic System Used by Teacher B

In his opinion, this system is very good and easy to be applied; it needs more time to prepare the online teaching media. Therefore, he rarely creates new online materials. He tends to adapt the activities taken from Google search engine. His latest materials are published on the main menu of teacher's work which is attached on the school website



Picture 5
Online Teaching Media created by Teacher B

He also said that the systems enable students to download any video, PowerPoint presentation, and PDF file. Students are asked to give a comment on his friend video each other as a part of peer assessment activity. He provides his online teaching media with some questions taken from his reference. The systems enable students to get a direct response toward the answer.

The overall effectiveness of his media is good since it represents the text in the form of visual clues. The project clarity is good because he uses this media for the clear purpose. The completion of goal and objective of the lesson can be reached as well through the use of this online teaching media. This media represents thinking and learning process because students are expected to think critically about their friends work or the teachers work as well. In creating online media, he uses Google search engine as the reference and some information taken from the textbook. Therefore he uses a lot of various resources to create his online teaching media for example PDF, video and presentation slide. It can be concluded that generally teacher B is also good in creating online teaching media since his product can meet all of the required criteria of a good media.

c). Teacher D

Teacher D teaches English at Islamic State School in the Centre of Sidoarjo. This school has a special program with another state Institute from Surabaya which support IT skill of the students. Students have some abilities in designing macromedia flash and photo editors program. He teaches grade X and grade XI. He often used Powerpoint and some downloaded audio. His PowerPoint consists of a mind map, materials and evaluation. He is able to draw a concrete object directly on the board. He is good in drawing. He is computer literate and frequently uses online materials for his

teaching process. He uses a lot of different teaching media in his teaching process. He believes that actually, online teaching media is simple, communicative and practical. This school has applied SIAK (computer academic system) for teaching and learning process but the internet connection doesn't work properly. Therefore, teachers don't apply it anymore. He just does a Google search to find specific materials that he wants for example he wants to know about expressing sympathy materials, he directly types it on the Google search engine and download it for free. He likes to link some websites to his blog.

Picture 6
Teacher D's personal blog

On his blog, he put a lot of link on his blog. He uses this blog to give some references to the students.

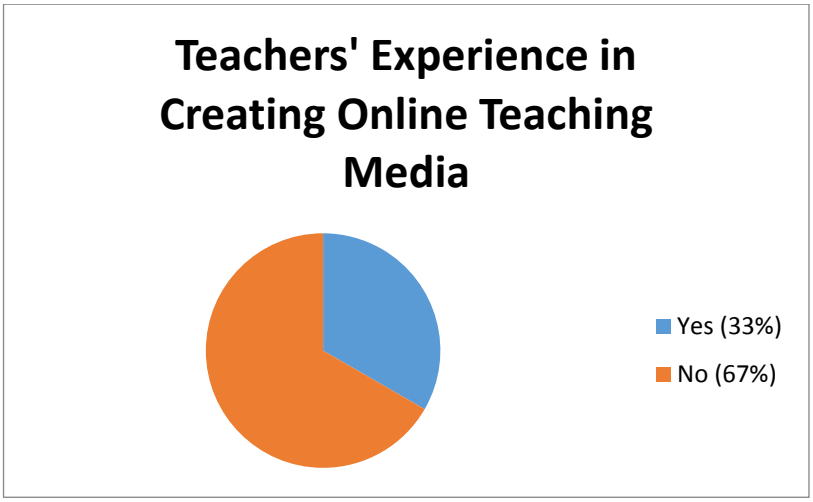
From the data findings, only three teachers who have applied online teaching media on their teaching process. Five teachers are actually able to create computer based teaching media but they never make online teaching media. One teacher is not good in computer so she always asks another teacher to make computer based teaching media for her. Teachers ability in creating online teaching media can be summed up in the following table:

Table 2
Result of Media Evaluation Checklist

Media / Indicators	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
1. Overall effectiveness of media	4	4	0	4	0	0	0	0	0
2. Project Clarity	4	4	0	4	0	0	0	0	0
3. Completion of goal and objective	4	4	0	4	0	0	0	0	0

4. Indication of Thinking and Learning	4	5	0	4	0	0	0	0	0
5. Use of Media Resources	4	5	0	4	0	0	0	0	0
TOTAL	20	22	0	20	0	0	0	0	0

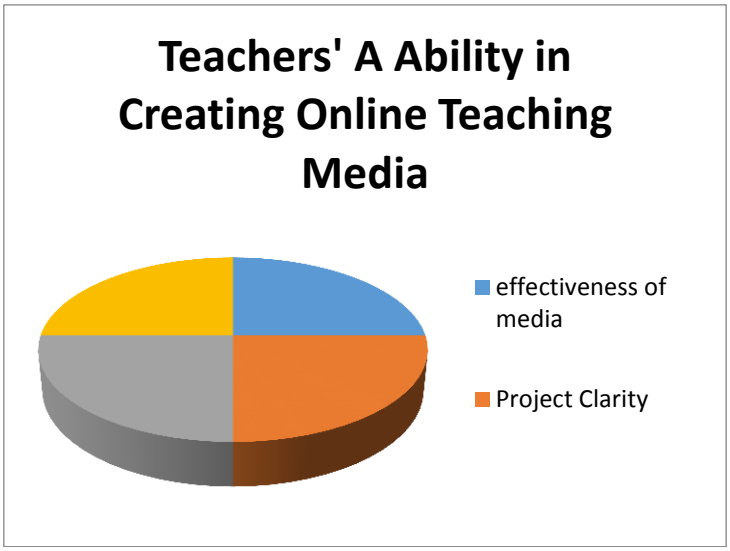
From the data above, it can be seen that only 33 % teachers have the experience in creating online teaching media and 67 % teachers never make online teaching media.



Picture 6
Teachers' Experience in Creating Online Teaching Media

From the Pictureabove, it seems that Online teaching media is rarely used by teacher. It may be caused by some factors such as personal factors and external factors. From the interview, it can be seen that some teachers never make online teaching media because they have no idea about it. They never know what and how to make online teaching media. Moreover, most teacher say that they have no time to make it. It needs a lot of time to prepare one online teaching media. It can not be done in a short time. Teacher B says that he needs more than 4 hours just to make one online teaching media. Teacher A makes her online teaching media in a day because a lot of factors that should be considered. Materials, application, level of difficulty should be prepared carefully.

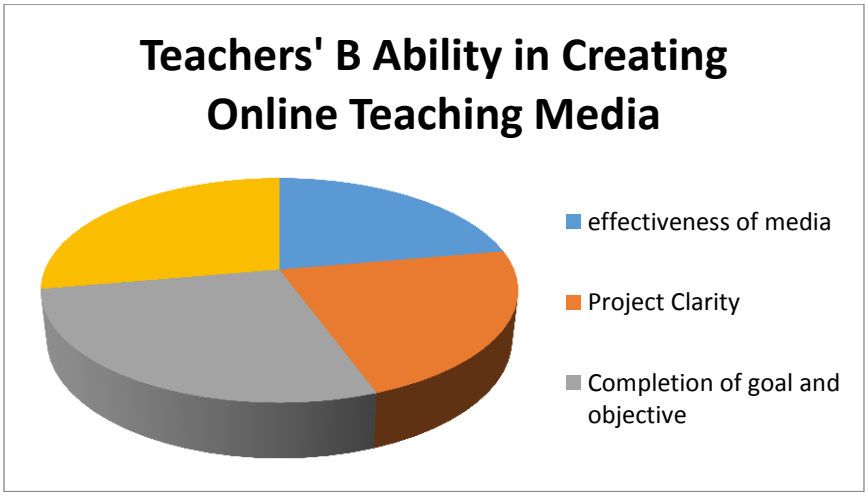
Teachers' ability in creating online teaching media actually can be represented by the quality of their teaching media. The ability to create online teaching media is diverse for each teacher. The description of each teachers' ability in creating online teaching media is presented below:



Picture 7
Teachers' A Ability in Creating Online Teaching Media

From the Pictureabove, it can be concluded that the ability in creating online teaching media is good for all criteria. She created a comic which is effective to retell event in the recount text. Students are easy to understand sequence of events if it is ordered and written in the comics form. It is very effective to share the idea. About the project clarity, the project is created to help students understand the generic structure of the recount text. Comics separate each event so that students will clearly understand the project. It also meets the goal and objective of the study for the meeting and represent good indication of thinking and learning because designing a comic is not an easy project. Teacher A must think of the character, the design, the sequence, the outline of the story, and the word choices. Thus, it can not be done in a short time to make one good online teaching media.

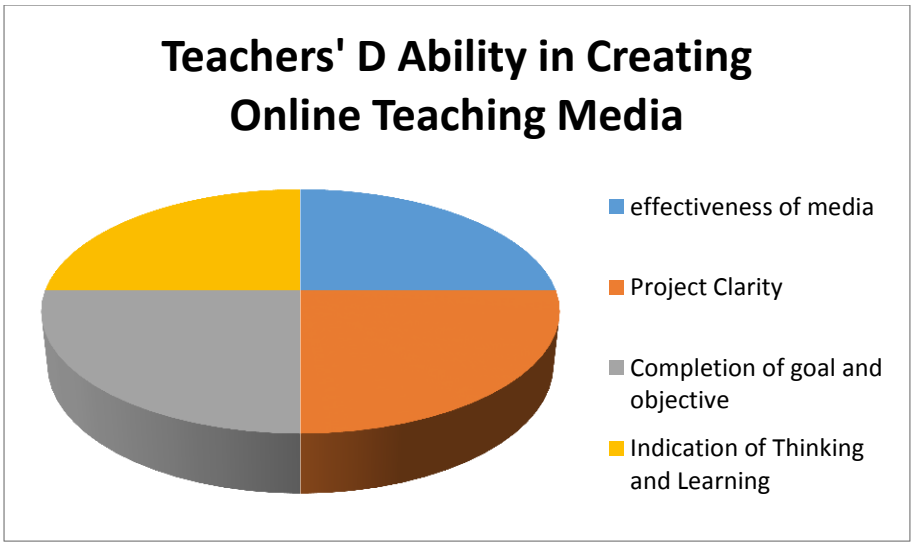
The second description about teacher ability in creating Online teaching media is presented below :



Picture8
Teachers' B Ability in Creating Online Teaching Media

From the Pictureabove, it can be concluded that the ability in creating online teaching media is good for the first and second criteria. It is very very good in the third and the fourth criteria. He created a poetry to help students practice their speaking skill. Poetry is an effective isntrument to start a discussion. Poetry can develop students critica thinking and it is effective to improve students vocabulary mastery. It is very effective to share the idea about the content of the poetry. About the project clarity, the project is created to help students understand the vocabulary and how it is used naturally. Moreover, the system provided by school allow his material published in an organized way. It also meets the goal and objective of the study for the meeting and represent good indication of thinking and learning because creating poetry is very challenging. Teacher B must think of the character, the design, the outline of the story, the issue and the word choices. Thus, he says he needs more than 4 hour to make one online teaching media.

The third description about teacher ability in creating Online teaching media is presented below :

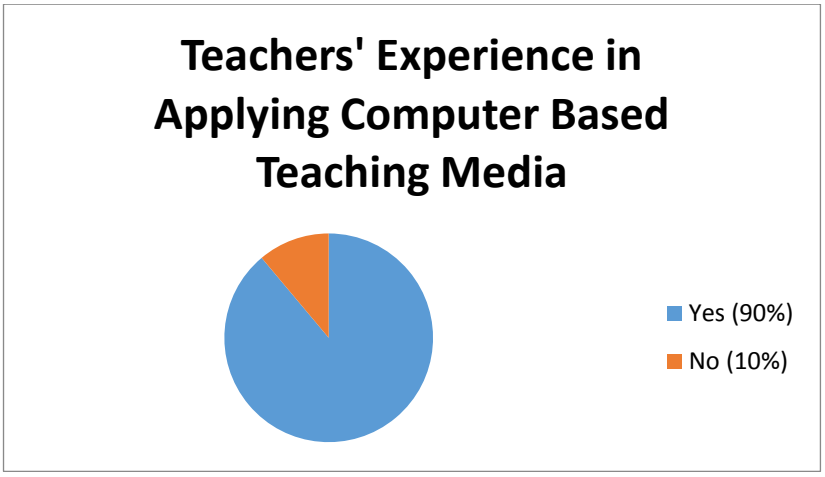


Picture 9
Teachers' D Ability in Creating Online Teaching Media

From the Pictureabove, it can be concluded that the ability in creating online teaching media is good for all criteria. He created a personal blog to help students practice their reading skill. Genre based approach is not an easy approach to be understood. Students must be able to understand the vocabulary, the content of the reading text, the generic structure of the text to distinguish a lot of different text. He creates a personal blog which provide students with the link to another websites. This link will give students opportunity to find a lot of examples about genre text. It is very effective to give reference about the genre text. About the project clarity, the project is created to help students understand the vocabulary and type of text and how it is used naturally. It also meets the goal and objective of the study for the meeting and represent good indication of thinking and learning because finding and identyfiying a genre text is very challenging. Teacher D must think of the proper character, the design, the outline of the story, the issue and the word choices. Thus, he says he needs more time create it.

From all of the description above, it can be concluded that the ability of creating online teaching media is good. Most teacher has a chance to make it but some of them

do not want to make it because of school facilities,school regultion dan personal problem such as time management. Most of them actually uses websites as the references but they do not make it by them self.

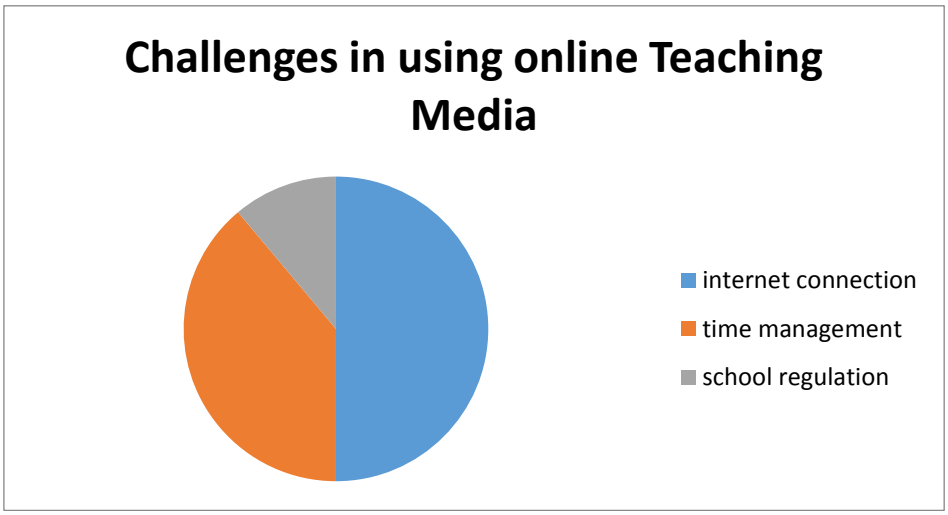


Picture 10
Teachers' D Ability in Creating Online Teaching Media

Looking at the collected teaching media, actually most of teaching media created by teachers can be used as an Online teaching media. They do not use it as an online teaching media because of some problems in facilities and school regulation. Most school do not have a fast internet connection for all students. Therefore, they can not apply online teaching media. Sometimes, they ask to do some online activities but they dont use it as a teaching media.

Challenges and Opportunity in Online Teaching Media Usage

There are some challenges faced by teachers on the usage of online teaching media and it is presented below :

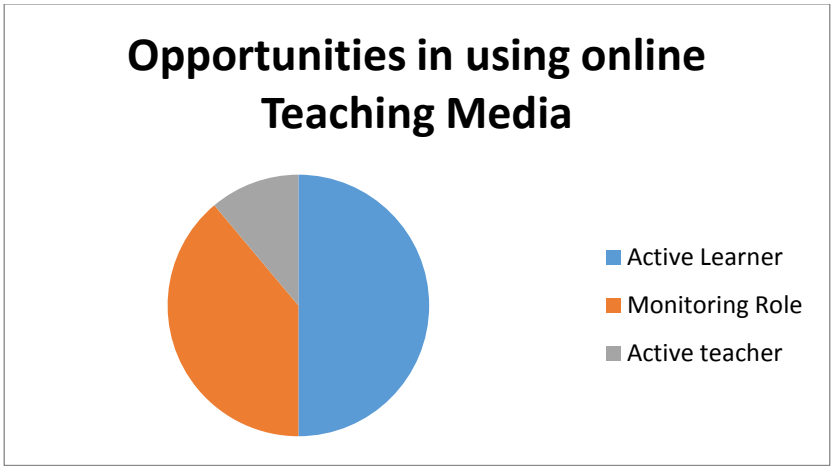


Picture 11
Challenges in using Online Teaching Media

Based on the interview, it can be concluded that internet connection becomes one of the biggest challenges in using online teaching media. Eventhough school has provided internet connection, but the connection doesnt meet the requirement to apply online teaching media. If all teachers use the internet connection at the same time, the connection will be low. It shows fact that internet connection at school does not cover the sufficient bandwith. If teacher and students had the sufficient bandwith of internet connection, teacher probably

Dealing with the time management, there are some teachers who are not able to manage their time regularly to create online teaching media. They are too busy with their teaching schedule and other activities. Realizing that the internet facilities doesnt support the use of online teaching media, some teachers tends to use the non computer based and computer based teaching media for example mind map, flash card, pictures, song, digital story telling, puppet and any other media. Teacher E says that she always identify the characteristics of her students before determine the teaching media. If the students mostly uses visual learning style, she uses video a lot. If there is an auditory learners, she sometimes uses song to facilitate this learning style. She sometimes uses puppet to help kinesthetic learners understand the materials. Nowadays, a lot of school has applied some survey for students learning style identification to help teacher determine the best method and teaching media for their students.

There are some opportunities on the usage of online teaching media and it is presented below :



Picture 11
Opportunities in using Online Teaching Media

Based on the interview, it can be concluded that active learner becomes the biggest opportunity in using online teaching media. Students will pay attention to the lesson especially in the usage of online teaching media. Online teaching media will make students become focus on the screen and curious to answer the questions. An interactive design of a teaching media, a good quality of audio and / or video will attract students attention. Moroever, on site assessments frequently challenge students to answer individually. They will expect on site assessment give a direct response and they will know whether their answer is correct or not.

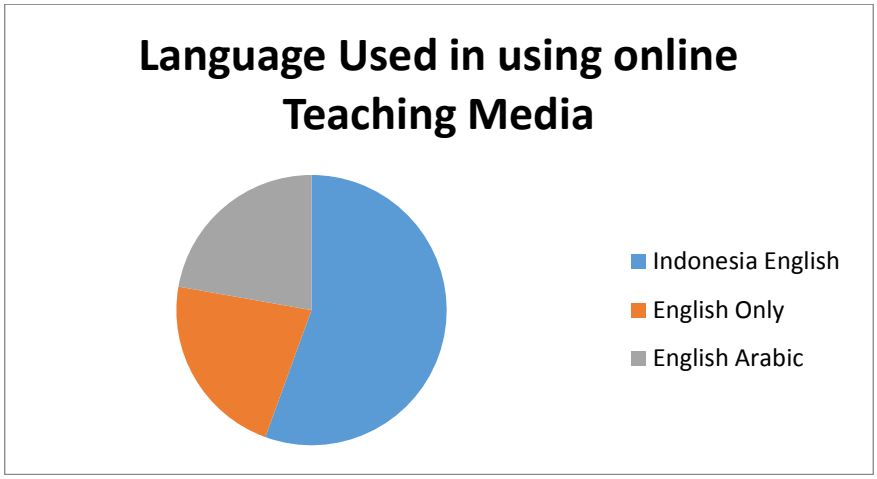
Dealing with the monitoring role, there are some teachers believe that they can run their monitoring role if they have prepared online teaching media. Students are busy with their own assessment so teachers can monitor students' activities. It will help

teacher to do an affective assessment. Maintaining the students activity, there will be a chance for a shy students to work optimally. They would feel comfortable to use online teaching media.

Teacher becomes very active if they had to use online teaching media. To prepare one teaching media, a teacher must design, create and consider a lot of thing. Teacher must consider the possible time that they can use and the technical problem that may occur in the process of using online teaching media. Teacher must find resources from any resources for example book, websites, video, song and etc. Moreover, their teaching schedule usually just twice a week with more or less 90 minutes. If they do not consider the preparation, they will not get enough time and probably do not able to meet the goal of the lesson.

A. Language Preferably used in Online Teaching Media Usage

There are some differences on the language used in online teaching media and it is presented below :



Picture 12
Opportunities in using Online Teaching Media

Based on the interview, it can be concluded that Indonesian English is mostly preferably used by teacher in the usage of online teaching media. In their opinion, most students do not really have a good understanding in English. Therefore, Indonesia as the mother tongue is preferably used. Indonesian is used when they need further explanation.

Another points says that English must be presented as the main language in teaching media because in Senior High School Levels, stduents are expected able to speak English fluently. They have studied English since they were in Junior High School or even elementary school. That is why, two teachers belief that English should be used as the main Language Instruction.

The last point about the use of Arabic and English is given because of the school regulation. Their school force students to become able two speak two foreign languages, Arabic and English in all aspect. If they dont speak Arabic and English, students will get punishment.

G. CONCLUSION AND SUGGESTION

There are three conclusions can be drawn from the findings :

1. Teachers's ability in creating online teaching media is good with some consideration about the facilities and the duration of the media creation
2. The challenges of the online teaching media usage are the internet connection, time management and school regulation. The opportunity of the online teaching media usage are the active students, monitoring role and active teacher.
3. The language preferably used in the online teaching media usage are Indonesian English, English only and Arabic English.

This research can not cover the whole aspect of the online teaching media creation. It is suggested in the future that teacher need more training in developing online teaching media because some of them have no idea about how to make online teaching media. Moreover, it is suggested that school may provide a better internet connection so that student can have online teaching media within the lesson

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ENHANCING ENGLISH SPEAKING ACHIEVEMENT THROUGH THREE STEP INTERVIEW TECHNIQUE

Muhammad Zuhri
STAIN Watampone (zuhrigbdije@gmail.com)
Miftah Nur Rahmat
STAIN Watampone (miftrahmat@gmail.com)

ABSTRACT

This research presents about Enhancing students' achievement to speak English through Three Step Interview Technique at English Study Club (ESC) SMKN 2 Watampone. This research employed pre-experimental method with pretest and posttest design. In collecting the data, the researchers got the students' data by using a test namely speaking test to find out the students' ability in English ability. After the data was collected and the result of the test was obtained to prove the hypothesis and to establish the validity, the researchers analyzed the value of t-observation. It was proved by the result of students' pretest and posttest. The mean score obtained by the students in the posttest (76,35) is greater than the mean score of the students in pretest (45,10). The result of this study proved that Three Step Interview Technique was significantly to enhance the students' achievement to speak English. It was hoped to the teacher to use Three Step Interview Technique in teaching English.

Keywords : Enhancing, English Speaking Achievement, Three Step Interview Technique

A. INTRODUCTION

Speaking is the main skill that has an important role in learning language because the main purpose of learning foreign language is the ability to communicate using the target language. There are three reasons why people communicate. First, they want to say something. Second, they have some communicative purposes. Third, because they select from their language store (Saifuddin, 2013).

Speaking is one of the English skills are much in demand by the people, because by speaking we can express feelings, thoughts, and our desires. Besides speaking can add insight, intellectual as well as enhanced our quality. Quality of speaking can be a means of sharing. Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who knows a language are referred to as speakers' of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.

Teaching English speaking is not an easy job to do. Therefore, the teacher as a guide in learning process is demanded to be more creative to build up students' motivation and enhance their achievement in speaking activities. Every teachers always try to make interesting and effective activity in teaching and learning process in the classroom. And also the teachers have to think what way or technique should be

applied to enhance speaking skill of the students. Actually, there are many way or technique that can be applied well to enhance students' speaking skill. One of the technique is using cooperative learning 'Three Step Interview Technique". There are many teachers used cooperative learning to teach English because this technique is easy way and then the teachers are can see the students' achievement in speaking English because this technique the students will divide in small group. Cooperative means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to all other group members. Cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and each other as learning (Isjoni, 2012).

Three Step Interview Technique is one of the structural approach of cooperative learning that has found it by David and Roger Johnson after that developed by Spencer Kagan, Robert E. Slavin (2008). According to Kagan, Three-step interview is defined as a cooperative learning technique which enables and motivates members of the group to acquire certain concept deeply by students' role. It is an adaptable process in the classroom. The aim of this technique is to gather students in a conversation for analysis purpose and new information synthesis (2008).

From the explanation above the researchers interest to research this technique cooperative learning "Three Step Interview Technique" because cooperative learning means work together to achieve their purpose. The researchers hopes can give easy way to learn English especially speaking and help the learner to feel enjoy and fun in learning English. This technique can interview which other because to make a small group and different level so the students can share their knowledge and help which other.

The researchers choose English Study Club (ESC) at SMKN 2 Watampone because is applicable the students in this organization who has different abilities in English. Regarding the explanation above, there should be a technique which is effective to know the students' achievement in speaking English especially. Because there are many English teachers of senior high school deliver the materials which is dominated by grammar focus, students cannot speak fluently because lack of practice and use of spoken English itself. Therefore, this study is expected to prove whether a cooperative learning "Three Step Interview Technique".The main problem of this study is how to promote this technique to know the students' achievement in speaking ability after learning this technique.

B. LITERATURE REVIEW

1. Speaking Ability

Speaking ability is ability to communicate information, ideas and experiences in speaking form so that others can understand (with clarity of thought, organization, and good sentence structure and pronunciation). It is abroad ability that involves a number of other speaking sub skill (knowledge of grammar, structure, vocabulary and how to organize sentence or paragraph).

Speaking ability is the final goal of learning process in a second language. As a teacher, we have to evaluate students' ability in speaking by giving test to know the achievement. A speaking test is procedure to measure speaking ability that requires the learner to speak to produce utterances and they are assessed on the basis to compose the utterances. Learning a foreign language for communicative purposes requires the

learners to master the pronunciation, grammar accuracy, vocabulary and relevant skill. Therefore, a functional speaking test should be one which measures the learners' speaking ability covering all language components and their interactive skills (Harmer, 2007). Based on the explanation above every teachers must know the students' ability with giving the students assignment or test after giving the test the teachers will know their students' ability low, medium or high.

2. The Characteristic of Speaking

There are many reasons for getting students to speak in their classroom. Firstly, speaking activities provide rehearsal opportunities – chance to practice real-life speaking in the safety of the classroom. Secondly, speaking task in which student try to use any or all of the language they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the several of elements of language (Harmer, 2007).

The successful communication can be seen when mutual understanding between speaker and listener in exchanging ideas work as their wishes. According to Penny Ur (1996), there are some characteristics of a successful speaking activity as follows :

a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses. The best way to learn English by speaking it and we can enhance our English by practicing a lot.
b. Participation is even. Classroom discussion is not dominated by a minatory of talkative participations, all get a chance to speak and contributions are fairly evenly distributed.
c. Motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it, because they want to contribute to achieving a task objective.
d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of acceptable level of language accuracy.

3. The Problem of Speaking

Penny Ur (1996), stated the problem with speaking activities, they are :

a. Inhibition. Learners are often inhibited about trying to say things in a foreign language in the classroom: because they are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attract or they do not have self-confidence to speak in front of other people.
b. Nothing to say. Even they are not inhibited, learners cannot think of anything to say: they Don't motivate their selves to express their ideas beyond the guilty feeling that they should be speaking.
c. Low or uneven participation. Only one participant can talk at the time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
d. Mother-tongue use. Some of the learners share the some mother tongue, they may tend to use it: because is it easier, they feel unnatural to speak to one another in a foreign language, and because they fell less 'exposed' if they are

speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.

Based on the problem of speaking, the teacher can do to help students to solve of the problems (Penny Ur, 1996), they are :

a. Use group work. This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the class. This is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full class set-up.
b. Base the activity on easy language. In general, the level of language needed for a discussion should be lower than that used in intensive language learning activities in the same class: it should be easily recalled and produce by the participant, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.
c. Make a careful choice of topic and task to stimulate interest.
d. Give some instruction or training in discussion skill. If the task based on group discussion then include instruction about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.
e. Keep students speaking the target language. You might appoint one of the group as monitor, whose job it is to remind participants to use the target language, the perhaps report later to the teacher how well the group manage to keep to it. Even is there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

4. Three Step Interview Technique

The previous part has given the information about Cooperative learning. The researchers choose one of the cooperative learning technique as a suggestion for all teachers to enhance students' speaking skill. It is Three Step Interview Technique, This is a simple technique because can make all the students active to share their ideas and problems this technique divide in to small group 3 or 4 students, with interviewing the listener can give the solution to fix the students' problem. In this part, the researchers present the information related to Three Step Interview Technique. There are Three Step Interview Technique as cooperative learning, the benefit of Three Step Interview Technique, and the procedure of Three Step Interview Technique.

a. Three Step Interview Technique as Cooperative Learning

Cooperative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive, it is the way that student and teacher work together that is important. With learning technique training, the teacher helps students learn how to learn more effectively. In cooperative learning, teachers teach students collaborative or social skills so that they

can work together more effectively. Indeed, cooperation is not only a way of learning, but also theme to be communicated about and studied (Freeman, 2000).

One of the important reason why the cooperative learning developed by many teachers and scientist believe about the worst influence of competitive that was used in the classroom. Actually, it does not mean that the competitive method is wrong, if we can set it well; the competitive method can be an effective way and also can motivate the other people. But, many researchers know that the competitive method is rarely be effective and healthy (Slavin, 2008).

Cooperative learning activities are those in which students must work together in order to complete a task or solve a problem. These techniques have been found to enhance the self confidence of students, including weaker ones, because every participant in a cooperative learning task has an important role to play. Knowing their team-mates are counting on them can enhance students' motivation (Thornburry, 2007). Cooperative learning is one of technique many people use this technique especially for finding the students problem to make the students active because this technique divide into small group so all of the students active to discuss.

b. Steps and Procedures of Three Step Interview Technique

The learning procedures in Three-Steps Interview technique were dividing students to be some groups each group consist of four students (A, B, C and D); Asking students to interview each other based on the group. Student A interview student B, student C interview student D. When finished, they switch roles, student B interview student A, student D interview student C. When the interview are completed, group members each take turns telling the other member of their four some about the person they interviewed; example student A tell student C and D about student B; Each stundent tells whole class about one student in their group. Example: student A in one group can tell what they learned from student C about student D (Saifuddin, 2013).

The steps of Three Step Interview Technique is very useful for the researchers because the research can share the students in the different level so the students can help with other and interviewer, the students will really active for speaking. The procedures of Three Step Interview Technique (Permanasari, 2013) are as follows :

1) Teacher makes a group of 4 students and gives them label. It can be A,B,C,D;
2) Teacher pairs the student A with student B, and student C with student D;
3) Teacher gives topic to the students;
4) Students are in pairs, one is interviewer and the other is interview;
5) Student A interview student B, student C interview student D;
6) Each share with team member what was learned during the two interviews.

Three Step Interview Technique is a technique which students work together in small group the students can share their ideas and also this technique can be easy way to make students easy to speak up. This technique is very important for teacher in teaching learning process.

c. Benefit of Three Step Interview Technique for Speaking

The benefit of Three Step Interview Technique is to creates simultaneous accountability; Students share and apply different questioning strategies; Over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking (Permanasari, 2013).

Based on the explanation above the benefit of Three Step Interview Technique is very important for the teacher because the teacher can know the students ability and also the students will more creative to think.

C. METHODOLOGY

This research is pre-experimental design with pretest and posttest formula. The comparison between pretest and posttest score depend on the success of the treatment. This research consists of two variables, independent variable and dependent variable. The independent variable is using Three Step Interview Technique dependent variable is the students' achievement in speaking English. The population in this research was students of SMKN 2 Watampone especially for the English Study Club (ESC). The total numbers of populations are 23 students. In this research, the researchers used total sampling. The researchers took English Study Club (ESC) at SMKN2 Watampone that consists of 23 students.

The instrument is speaking test intended to measure the students' achievement of language skill particularly speaking skill. The test about interviewing the students, the researchers gave the students six questions and the students answer the questions. To measure students achievement, the researchers used test that consists of some aspects, they are Pronunciation, Grammatical, Vocabulary, and Fluency. In pronounciation is the students have to a good pronounciation that make listener shall give full focus and understand what the speaker express. Grammar, how the students apply the rules for forming words and make a good sentences, because when the students make grammar mistake can influence the meaning. Vocabulary, the students have to know many vocabularies and good pronounciation, because if the students lack the vocabulary, automatically what they want to say is not conjunction.

The procedure of collecting the data were given a pretest and treatment. Before doing the treatment, the students used pretest to know their basic ability. In this test, each students used a speaking text which consists of some questions. The students were asked to speak which related with the questions that be given by the researchers. The researchers gave the students treatment, it used teaching through Three Step Interview Technique. The treatment administrates after the pretest and it took place during eight meetings and spend 90 minutes in each meetings. After the treatment, the posttest was conducted to find out the students' achievement. It was used to check the result of treatments; and also be useful to know whether cooperative learning "Three Step Interview Technique" can enhance the students' achievement and overcame the students' problems in speaking skill. The test will be the same with pretest.

In analyzing the data, the researchers employed some steps as follows :

1. Calculating the percentage of the students' score (Sujana, 1982) by using the following formula :

$$P = \frac{F}{N} \times 100\%$$

Notes:
P = percentage
F = frequency
N = the total number of students

2. Calculating the mean score of the students' answer (Arikunto, 2002) by using the formula :

$$\overline{X} = \frac{\sum X}{N}$$

Notation $\overline{X}$: the mean Score
$\sum X$: the students total score
N : the total number of students

3. Find out the students' significant difference between pretest and posttest (Gay, 2006) the researchers analyzed using t-test formula as follow :

$$t : \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

t = test of significance
D = the mean of different score
$\sum D$ = the sum of the total scores difference
$\sum D^2$ = the total number of the students
N = the number of students

4. Calculating the Standard Deviation of the students' score in pretest and posttest (Gay, 2006) by using the following formula :

$$SD = \sqrt{\frac{\sum X^2 - \frac{\left(\sum X\right)^2}{N}}{N-1}}$$

Where: SD : Standard deviation
$\sum X^2$: The sum of all the square
$(\sum X)^2$: The square of the sum
N : The total number of students

D. FINDINGS

The result of data analysis was presented in this part through speaking test. In this part the researchers analyzed the data consist of pretest and posttest. The researchers give a pretest to know the students' achievement to speak English by Three Step Interview Technique and after giving a treatment by interviewing which other, the researchers gave back to the students as namely posttest. Data analysis of learning speaking by using Three Step Interview Technique, to answer the question of problem statement is" What extend Three Step Interview Technique can enhance the students' achievement to speak English?". Pretest was given before the researchers gave a treatment or teaching process by using Three Step Interview Technique. In pretest there were 23 students, there were 12 (52,17%) for the students who classified very poor and students who classified poor 3 (13,4%). There were 5 (21,74%) for the students who classified fair and students who classified good 2 (8,70%). And only 1 (4,35%) student who classified excellent.

Posttest activity was given to students after the researchers gave a treatment. In posttest there were 23 students, there were 3 (13,04%) for the students who classified fair and students who classified good 10 (43,48%). There were 10 (43,48%) for the students who classified excellent. And none of them were classified "poor and very

poor". It means that the learning **speaking** by using Three Step Interview Technique of the students in posttest was getting better after giving them treatment by using Three Step Interview Technique to know the students' achievement. The data in previous section shows that the application of Three Step Interview Technique was effective to enhance the learners' achievement to speak English at English Study club (ESC) SMKN2 Watampone. It was supported by the fact that the mean score of posttest was higher than of pretest (76,35>45,10). T-test value was used to know whether there was or not significant difference between pretest and posttest in speaking achievement by using Three Step Interview Technique at the level of significance 0,05 or 5% where N= number of students (23), df: 23-1 = 22. The researchers concluded that t-test value was greater than t-table (20,92>2.074). It meant that, the students' speaking achievement enhanced.

E. DISCUSSION

This part presented the result of the effectiveness teaching speaking by using Three Step Interview Technique at English Study Club (ESC) SMKN2 Watampone. The description of the data collected as explained in the previous section showed that taught learning by using Three Step Interview Technique enhanced the learner speaking achievement to speak English of English Study Club (ESC) SMKN2 Watampone significantly. There are many researchers have taken cooperative learning and they were success for researching the technique one of them. Gibson in his research stated about the effectiveness of group working. He revealed that arranging the students in groups of four or five at the beginning of each class is the first step towards developing students' conversation abilities and effectively managing large class (Permanasari, 2013). So for researching in SMKN2 Watampone was success also by using cooperative learning " Three Step Interview Technique"

The mean score of the students enhanced after they were given treatment. The effectiveness of teaching speaking was marked by the result of the posttest. In posttest, after giving treatment the result was 10 students got excellent classification, 10 students got good classification and 3 students got fairly, no one student got poor and very poor classification. Whereas in pretest before giving treatment, 1 student was classified in excellent, 2 students got good classification, 5 students got fairly classification, 3 students got poor classification, and 12 students got very poor classification. It meant we can conclude that Three Step Interview Technique was effective in teaching speaking skill and can be used to overcome the students' problem in speaking, especially in composing proficiency, because it gave better effect in students' speaking achievement.

Three Step Interview Technique was effective technique which could be utilized to assist teacher in teaching speaking, especially in compose a good proficiency. Before students did learning speaking by using Three Step Interview Technique, they should know what was wrong before they can did it right by learning the steps of the speaking process, the elements necessary for good speaking , and the things were important to be put (or left).

Three Step Interview Technique provided an opportunity for students to speak more, did a conversation about speaking, and learnt from each other. The students participated in process of enhanced the learning speaking achievement, students took an active interest in speaking respectively. When they heard from other students, as if they were not doing a teacher, this one of their freedom in learning. Through Three Step

Interview Technique also the students heard from several view points that can enhance their communication about the process of speaking, their involvement with other students so that they were able to gather different perspectives of students varied ability levels and different backgrounds.

According to the data collected, learning speaking by using Three Step Interview Technique given in each meeting could attract the attention of students. Discussed with their friends and interviewed with other could enhance the students' achievement and also attractive to students. In fact, this type of testing allows the author to describe many things, whether that person, object, or place. One way to select appropriate teaching activities were matching students with materials. "If the students are not interested in a topic, they may reluctant to engage with the activity" (Harmer, 2001). If there are many students are not interested with the topic so the teacher have to look a good topic, technique, method and looked a interested place.

Three Step Interview Technique required learners not only how to speak a good, but they also gave advice to their speaking. Here, learners must take an active role in the process of speaking, once we knew the teacher learner centered, we turned it into a learner centered. With interviewer students in speaking, it saved the amount of work that must be done by a teacher. However, a teacher could not just sit back at the chair, to be effective expressed their idea, the teacher must be an active fasilitator. This meant that students should be monitored. The teacher will be actively involved in the process, and can ask students why they made that comment, or how they feel about this issue, or the teacher asked why they feel this speaking less.

To interview the students in teaching by using Three Step Interview Technique was effective enhanced the students' achievement. This achievement could be seen on the result of statistical analysis, the mean score of the students' posttest was higher than the mean score of the students' pretest. The most enhancement of ability was comprehension. Besides it also was supported by the t-test value was greater than t-table value for level of significance 0,05 or 5% degree of freedom. By using Three Step Interview Technique got support enhancements in this study because of Three Step Interview Technique help the students to clear their speaking. And also it was not only helpful in terms of speaking skills but they will begin to feel confident in their own abilities, and learnt to see more ways that they can enhance their own speaking achievement. After students can really learn, they did feedback and supported with each other.

F. CONCLUSION

Based on the findings and discussion above, the researchers conclude that Learning speaking by using Three Step Interview Technique can enhance the learners' speaking achievement. It is proved by the result of learners' test. The result shows that the mean score obtained by the students in the posttest (76,35) is greater than the mean score of the students in pretest (45,10). Learners' speaking achievement enhanced after the treatment. So, it can be concluded that learning speaking by using Three Step Interview Technique can enhance the learners' speaking achievement of English Study Club (ESC) SMKN2 Watampone.

For the enhancement of the teaching of English especially speaking. The researchers suggests that the teacher of English especially speaking should give the good technique in teaching English based on the learners' interest and their motivation

to learn English. Using Learning speaking by using Three Step Interview Technique can enhance the learners' speaking achievement. The students should be better to make use the Three Step Interview Technique to enhance their vocabulary by practicing it in speaking.

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The Design and Implementation of Course view as A Blended Learning Media

Kalayo Hasibuan & Ridho Hilmawan

ABSTRACT

In this global era, the use of information technology in education must be realized. Modern learning utilizing information technology commonly known as e-learning is a media that facilitateslearners and educators to apply instructional processes on line. E-learning is a learning process that aims to integrate the modes of traditional learning, distance learning, and the combination of various other learning models called blended learning as a Learning Management System (LSM). Blended learning model is designed based on procedural, conceptual, and theoretical models. The form of blended learning discussed in this paper is named Course View as a web-based media in which the instructional processes are performed. Course view is designed in the form of procedural models, conceptual models and theoretical models.. Procedural model is a model that describes, which outlines the steps that must be followed to produce a course design. The conceptual model is a model that describes the analytical components of the product that will be developed as well as the linkages between components in the course design. Meanwhile, theoretical model is a model that shows the relationship between interrelated information technology.roles to support instructional processes effectively and efficiently.The implementation of course view results a student-friendly learning process that is more collaborative, flexible, convenient, measurable, as well as conceptual, innovative and creative.

Keywords : Design; Implementaion; Course view.

1. INTRODUCTION

Instructional technology with e-learning application currently develops increasingly in the field of teaching and learning.E-learning becomes a necessity in the modern era of teaching and learning. Along with the rapid development of information technology, dissemination of knowledge, especially in academic circles grows faster. Activities of knowledge transfer at leading universities are considered not enough just to rely on face-to-face method between educators/instructors/teachers and students.Therefore, education providers and teaching institutions are required to sustainably develop instructional technologies in order to meet the widest learning access for society, especially for the higher education institutions that can done through online learning programs (e-learning).

Thus, online learning system with e-learning methods can be applied to complement the conventional method (face to face) to motivate students learning in higher education, such as UIN SUSKA Riau in its effort to realize its vision "to be a world Islamic University and internationally recognized that integrates Islamic teachings, science, technology and arts by the year 2023 " (Stature of UIN SUSKA Riau, 2014-2023).

Modern learning utilizing information technology commonly known as e-learning is a media that facilitateslearners and educators to apply instructional processes on line. E-learning is a learning process that aims to integrate the modes of traditional learning, distance learning, and the combination of various other learning models called blended learning as a Learning Management System (LSM).

Blended learning model is designed based on procedural, conceptual, and theoretical models. The form of blended learning discussed in this paper is named Course View as a web-based media in which the instructional processes are performed. Course view is designed in the form of procedural models, conceptual models and theoretical models. Procedural model is a model that describes, which outlines the steps that must be followed to produce a coursedesign. The conceptual model is a model that describes the analytical components of the product that will be developed as well as the linkages between components in the course design. Meanwhile, theoretical model is a model that shows the relationship between interrelated information technology roles to support instructional processes effectively and efficiently.

2. INSTRUCTIONAL DESIGN

Instructional design is an area of research that has increased attention in recent years, which aims to develop learning activities. There are someideas that develop on the importance of instructional design. First, instructional design makes people learn better when actively involved in doing something (i.e engaged in learning activities);second with instructional design, learning activities can be sorted or structured carefully and deliberately in the workflow of learning to improve learning to be more effective;and third, instructional design will be useful to record 'learning design' to share and reuse in the future.

Instructional design approach should be based on learning theories that are commonly known as behaviorism, cognitivism, and constructivism. Each approach learning theory can be explained as follows (**http://elearningcurve.edublogs.org**).

First, behaviorism focuses on changes in behavior that can be observed and measured, which is done repeatedly until the behavior can be automated. The behavior change is influenced or shaped by the environment outside yourself (external) individuals, from the influence of "internal" individual self (the possibility of thought processes inside a learner's mind). So that behaviorism approach with regard to what the participants learned need to know through methods such as recognizing something, rote (rote memorization), and associate something (association). In this case, the task was to memorize and study participants respond; while faculty provide "feedback" response if the proposed participants learn "correct / incorrect" and provide training. In conjunction with learning design (instructional), behaviorism approach can be applied to produce learning outcomes that can be measured and observed among participants to learn and use the "reward" and the delivery of "feedback" to improve the performance of the learning to learn; and guided participants learn to master the "skill" or behavior.

Second, cognitivism observed patterns of change in the behavior of the newly formed as a result of learning, but focus on what cognitivism ignored by behaviorism approach, that is the thought process behind the behavior. Changes in behavior that can be observed, which is inherent in the theory of cognitivism approach, then changes in behavior can be used as an indicator of what is happening in the thinking of the individual (inside the individuals' mind). Based learning approach is more likely to internal individual and active engagement with the process mental.

Different from behaviorism approach (which focuses anything), Cognitivism focuses on how - how to learn; which behaviorism focused on approach to the teaching staff (teacher-focused approach) and Cognitivism leads to approaches that focus on the participants learning (learner-focused approach). Cognitivism approach can use the tools (tools) and technologies that mimic the thought processes such as problem solving (problem solving),thinking and processing information (information processing) and the formation of the concept (concept formation).

Third, constructivism also portrayslearners as a center of learning environment; they not only receive information passively; but they actively involve in the reconstruction of individual knowledge, which science is basically transmitted from learners to the other learners. From the view point of constructivism, learners control their own learning. Thus, the availability of information can be accessed easily; so each learner can access the contents of teaching materials and use information based on their purpose of learning."

From the explanation of each learning theory approach, it can be concluded that none of them is considered the best approach. The application of the theory of learning approach is dependent on factors such characteristics of learners in designing learning (instructional design).

3. Online Learning

Online learning can be the most difficult of all three to define. Some prefer to distinguish the variance by describing online learning as "wholly" online learning (Oblinger, 2005), whereas others simply reference the technology medium or context with which it is used (Lowenthal, Wilson, & Parrish, 2009). Others display direct relationships between previously described modes and online learning by stating that one uses the technology used in the other (Rekkedal et al., 2003; Volery& Lord, 2000). Online learning is described by most authors as access to learning experiences via the use of some technology (Benson, 2002; Carliner, 2004; Conrad, 2002). Both Benson (2002) and Conrad (2002) identify online learning as a more recent version of distance learning which improves access to educational opportunities for learners described as both nontraditional and disenfranchised. Other authors discuss not only the accessibility of online learning but also its connectivity, flexibility and ability to promote varied interactions (Ally, 2004; Hiltz&Turoff, 2005; Oblinger&Oblinger, 2005). Hiltz and Turoff (2005) in particular not only elude to online learnings' relationship with distance learning and traditional delivery systems but then, like Benson (2002) makes a clear statement that online learning is a newer version or, and improved version of distance learning. These authors, like many, beleive that there is a relationship between distance education or learning and online learning but appear unsure in their own descripive narratives.

4. E-Learning

E-learning is defined as any use of technology for learning outside the boundaries of the physical classroom The growth of the Internet is bringing online education to people in corporations, institutes of higher learning, the government and other sectors (Hall, Brandon.2001). The challenge of technology today is capturing information and building useful and meaningful databases whose contents are retrievable when and where needed. Both information technology and telecommunications are driving the need for e-learning and at the same time creating

the means to accomplish it.

The most important foundation for e-learning in an organization is a learning management system (LMS). A learning management system provides the infrastructure and database from which employees may quickly tap e-learning courses, registration and needs assessment, as well as receive just-in-time training. The infrastructure for e-learning gives managers the ability to track usage and scores, enable online registration, deliver courses and update calendars as needed. Learning management systems also can incorporate e-commerce to track payments from customers. Courses can be created once, then distributed to thousands of students simultaneously using LANs, WANs or the Internet.

5. Collaborative Learning

Collaborative learning is an instructional method in which a group of students together can work based on their ability to complete assignments or tasks, combine and synchronize with the completion of other students' tasks (Diaz, Veronic,a et al., 2010). Collaborative learning can happen when two or more people learn something together. Collaborative learning differs from individual learning where the individual learning is limited to just one source and expertise while on collaborative learning students can share information, ideas and evaluate each other. Collaborative learning can be done face to face or using media technology to discuss with each other.

Johnson and Holubec (1993) state that collaborative learning provides students with the opportunity to develop social skills. The technology support for collaborative learning is known such as collaborative networked learning (CNL) and E-portfolios. According to Findley (1987), CNL is a learning process that uses electronic media for dialogue among faculty, students, and experts in their field.

An e-portfolio as a type of learning recordsprovides actual evidence of achievement. Learning records are closely related to the learning plan, and are used to manage learning by individuals, teams, communities of interest, and organization (Wikipedia).In the world of education electronic portfolio is a collection of the work of every student that helps them to organize, archive, and look back at every task that has been done. In the tasks in electronic form, an instructor can evaluate student portfolios by using internet or other electronic media. Collaborative learning aims tomake instructional participants (students) to perform active learning or holistic learning activities as described the following chart.

	Getting Information & Ideas	Experience		Reflective Dialogue, with	
		"Doing"	"Observing"	Self	Others
Direct	• Primary data • Primary sources	• "Real Doing," in in authentic settings	• Direct observation of phenomena	• Reflective thinking • Journaling	• Dialogue (in or out of class)
Indirect, Vicarious	• Secondary data and sources • Lectures, textbooks	• Case Studies • Gaming, Simulations • Role Play	• Stories (Can be accessed via: film, oral history, literature)		
Online	• Course website • Internet	• Teacher can assign students to "directly experience _____." • Students can engage in "indirect" kinds of experience online.		• Students can reflect and then engage in various kinds of dialogue online.	

6. Developing The Online Course

The development of a web-based course system involves the three stages, namely Planning, Design, and Implementation.

A. Planning

The first step in planning online course is to reinvent and re-conceptualize courses. Online courses do not function just like face-to-face classes, and designing the online course is not a simple matter of putting the material on the web. Designing first online course will likely challenge pedagogical mettle. By grounded in the theoretical work of Marshall McLuhan (1994) and Neil Postman (1985) who taught that every medium speaks in a unique way.developing an online course requires instructors to "think differently" about teaching and learning online (Fish & Wickersham, 2009, p. 283) and to re-conceptualize what they do. One observer adamantly stated, "Instructors must adapt their course materials and teaching styles to the new medium, as Internet instruction and classroom instruction are two different creatures and are not interchangeable" (Dyrud, 2000, p. 88).

The earliest attempts at online teaching fell victim to this fallacy that one could simply put lecture notes or slides or a videotaped lecture on a webpage and call it "online learning." Although there are advantages to having course material such as filmed lectures available for immediate and repeated recall, online learning theorists initially warned that these methods would not result in much student learning (Bourne, McMaster, Rieger, & Campbell, 1997). Such approaches inherently focus on information or course content and neglect other important elements of the learning process, such as the classroom environment, collegiality, problem solving and cooperation.

Web-based course could be defined as the use of the Internet for the delivery of designed, structured learning experiences. Like all structured learning, Web-based course is always the result of an instructional development process

Instructional strategies are the methods used to present instructional sequences at the course level, unit level and lesson level. There are a number of guiding theories of instruction from behavioural, cognitive and constructivist perspectives (Nipper, Soren, 1999). The most common approaches used for computer and Internet-based education is the cognitive approaches. Four components required for effective instruction :

a. Information presentation
b. Learner Guidance
c. Practice with Feedback
d. Learning Assessment

B. Design

In the design phase, decisions are typically made regarding the instructional strategies and supporting media, which will be used to meet, defined learning objectives. A decision to use the Internet or World Wide Web as a delivery vehicle does not immediately define the types of authoring and development tools that will be used. That decision depends on what instructional strategies the Internet will be used to support, in what capacity the Internet will be used to deliver those instructional

strategies, what specific media might be embedded within an Internet environment to support those strategies, and the technical and organizational limitations of the instructors.

The design of The Web-based classroom helps identify its structure and appearance. Most Web-based classrooms increase to provide access to a large amount of information, tasks, and resources. Any large collection of information must be structured in a logical and familiar manner. If it is not, the users of that information will not be able to perform the necessary tasks or access the required information. A Web site is actually a combination of two structures: the presentation structure and the storage structure. These structures can be exactly the same, completely different, or any combination in between. The greater the similarity between the two structures, the easier it is to maintain the Web site. The presentation structure is the mental model of the Web-based classroom's structure formed by visitors as they browse through the pages of the site. The storage structure is the hierarchy of files and directories (called folders) used on the Web server to store the classroom's Web pages and other data.

C. Implementation of Product Design

The development model of Course View as a Learning Management System (LSM) for class teaching and learning is designed in the form of procedural models, conceptual models and theoretical models proposed previously. Procedural model is a model that describes, which outlines the steps that must be followed to produce the Course Design. The conceptual model is a model that describes the analytical components of the product that will be developed as well as the linkages between components in Course Design. Meanwhile, theoretical model is a model that shows the relationship between interrelated information technology roles to support instructional processes effectively and efficiently.

Its implementation involves steps such as pilot testing and verifying the content and functionality of online course website. An application-web based for online course system will develop in this section. Web-based applications can be viewed anytime and anywhere, the following display web pages that are public online course by sign in and it that can be reviewed by anyone.

The Course View product designed uses the world wide web technology; so it can be accessed anytime and anywhere online with internet access by any user on-line learning system course view. On its design online learning system, this course view has several features that support lecturers that comprise features such as :

(1) student attendance,
(2) upload and download course materials,
(3) discussion of course contents;
(4) upload coursework by students,
(5) activeness of student assessment;
(6) permit of the publication of material to students,
(7) the division of classes in each course,
(8) view all discussions,
(9) class assessment report,
(10) print-out both material and certificate.

Each is described as follows:

1. Student attendance feature

As in conventional lecture, the online lecture through course view has the feature for the attendance of students that can be used to determine the student's participation in the online lectures. Lecturers can determine which students join the course online from the subject that a lecturer is assigned to teach. By using the feature of this attendance, lecturers can easily recapitalize any students who attend lectures and who do not.

2. Upload and download course content Feature

The lecture online through course view provides upload lecture feature conducted by the lecturer of the course and the material uploaded by the lecturer of the course can be downloaded by students who attend online lectures on subjects that taught by the lecturers. The lecturer uploads material may be a reference to start a lecture discussion then students can seek other reference for comparisons of reference presented by the lecturers.

3. Lecture discussion feature,

The students and the lecturer of the course through course view are provided a feature to enable students and the lecturer to discuss with each other, and there are several advantages of the feature presented in the lecture discussion through course view as in this discussion students can repeat the subject of any discussion without having to record what was discussed, and they can discuss the material from the various references without having to refer to the references listed by the lecturer. So, the discussion presented in this online lecture refers to the theory of constructivism where the discussion is not monotonous.

4.Upload student assignment feature,

The course view as an online learning system is designed an upload feature for student assignments, that is the feature to upload students' tasks in which it facilitates students and the lecturer of the course to send and collect tasks of each student, and the tasks can practically be reviewed and re-assessed by the lecturer of the course anytime and anywhere, and students do not have to bother how to submit the task they have completed and submitted to the lecturer of the course.

5. Activeness of student assessmentfeature

The course view provides students a feature for assessment. Online system of teaching and learning through course viewcan assess the activity of the students both in discussions and meetings online lectures. The students' activeness is assessed automatically by the system. The system will give an assessment to each student if the student is active in the course. It can also help the lecturer of the course to assess students' progress to join the course and their learning outcomes in terms of their activeness. For the current assessment is based upon the parameters activeness of students in the subject matter of discussion that they join based their continuous participation in visiting or review the discussion of the subject they join.

6. Permit to the publication of materialfeature

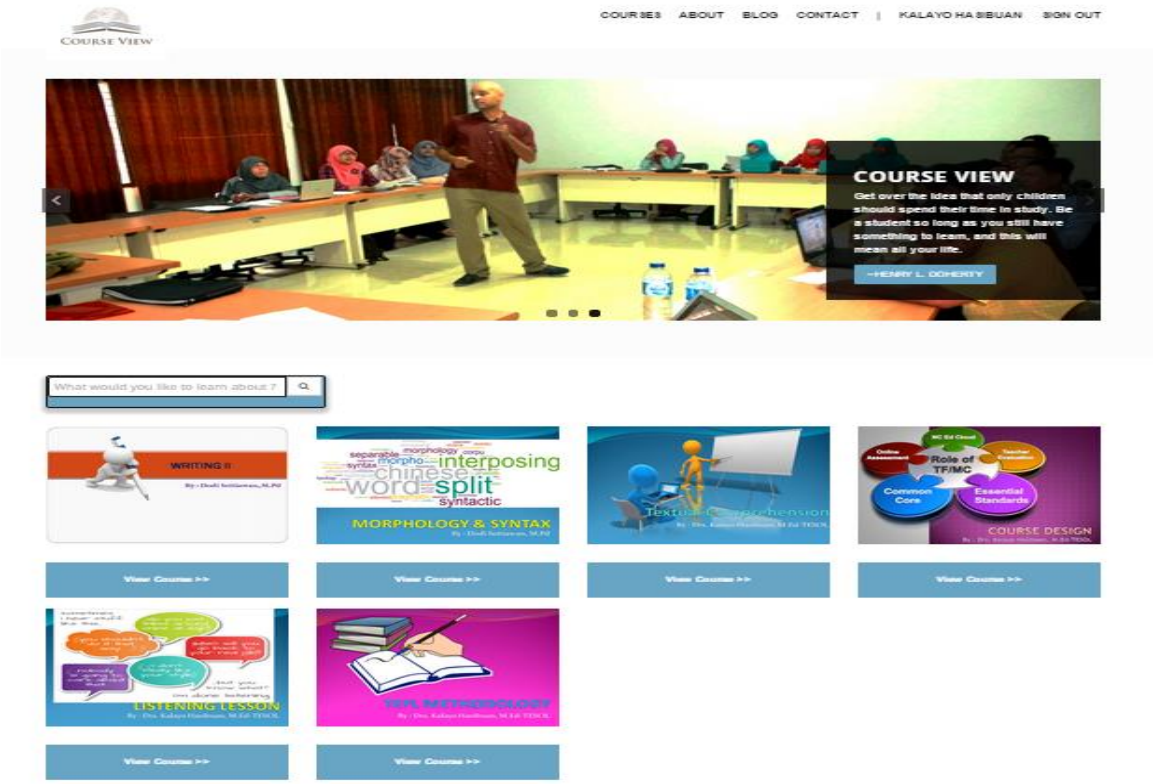
The course view also provides a feature for students to have a permit to access the course material that has been uploaded by lecturer of the course. The course view is accessible to students who join the courses. However, not all of the course materials can be displayed simultaneously online learning system through course view. Lecturers can determine which material should be shown and discussed by students in advance, if the material has been reached on what the objectives of the subject matter, and then the lecturer of the course can continue the discussion to the next material, so that the students can understand any material studied by other students.

7. Class division course feature

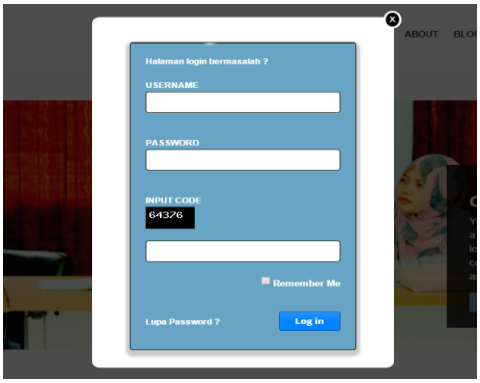
Online learning through course view is designed to be used appropriately by students who want to join the lectures available in course view. Lecturer of the course can determine to allow students to participate in the learning process and which students are not allowed to participate in the learning process of the subject. In the online learning system, each student through course view can request the lecturer or the course view administrator to join the coursepresented in the online learning system of the course view, but the lecturer has the authority for students to join the course.

In Figure 2 below we can see thin title and a brief description of the course are available.

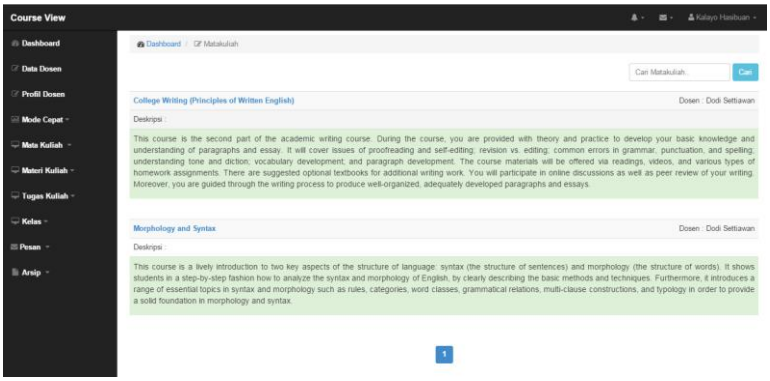
1. Homepage course view



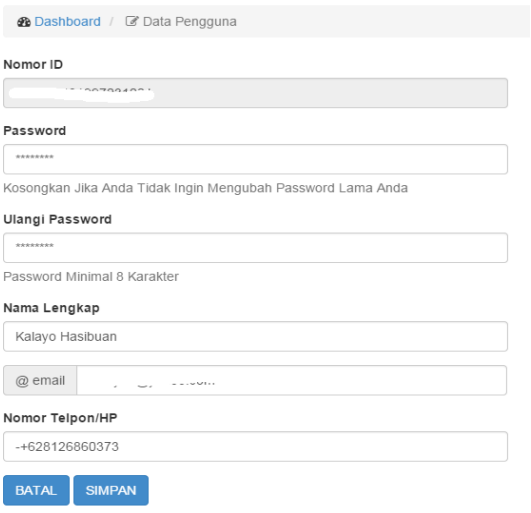
2. Login System

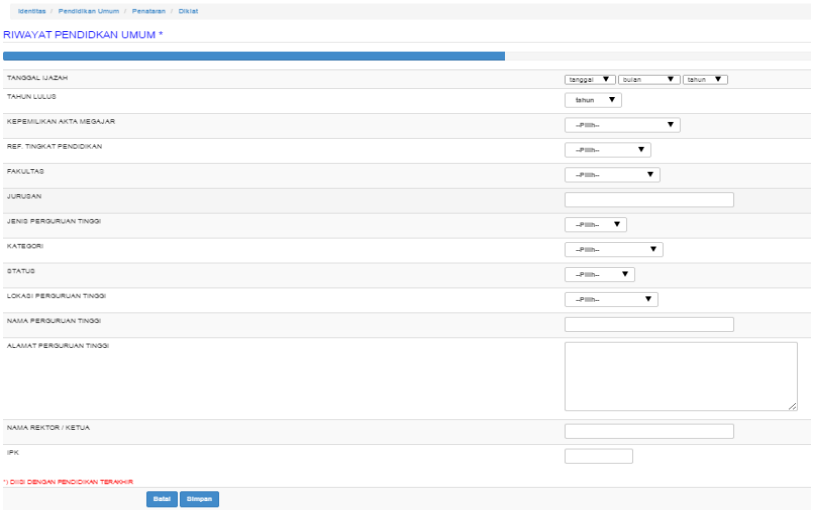


3. Lecturer's Dashboard

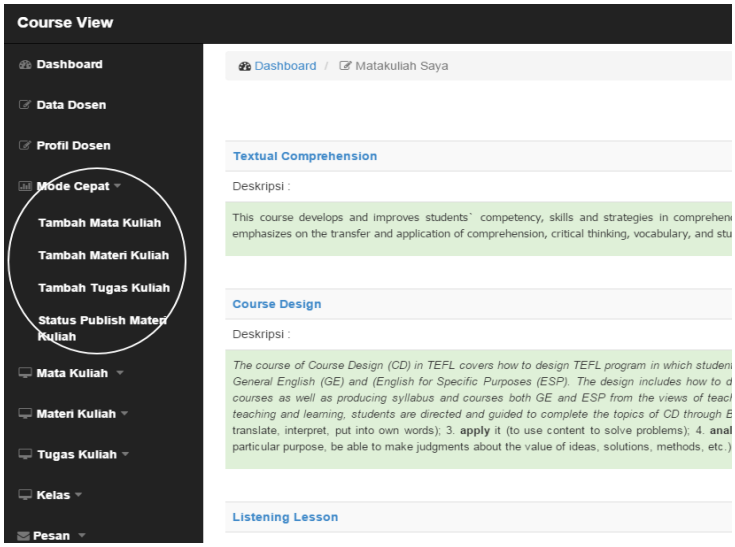


4. Lecturer's Profile

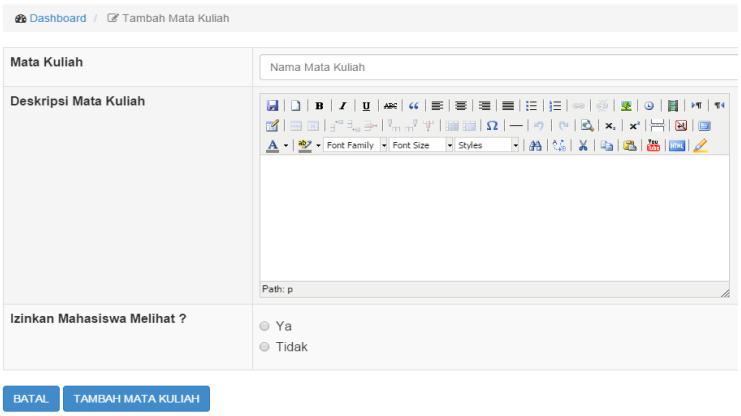




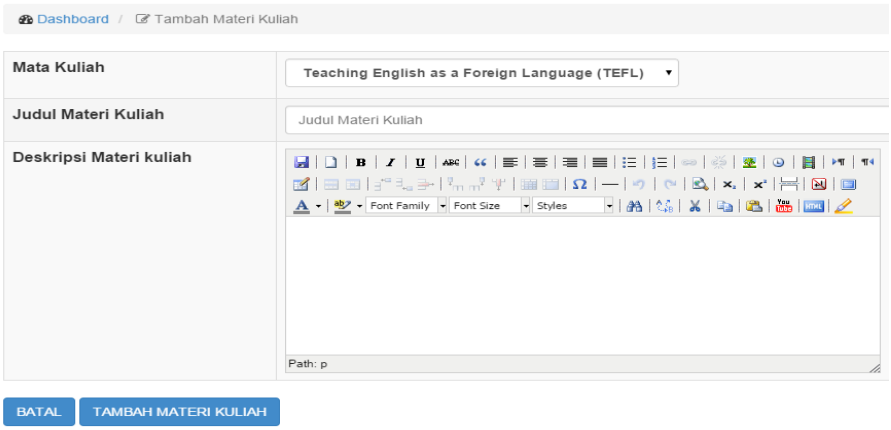
5. Quick Mode



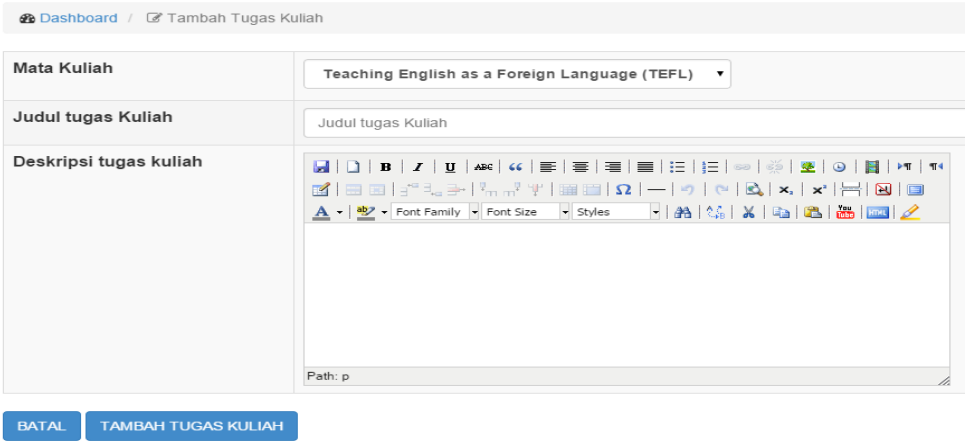
a. Add Courses



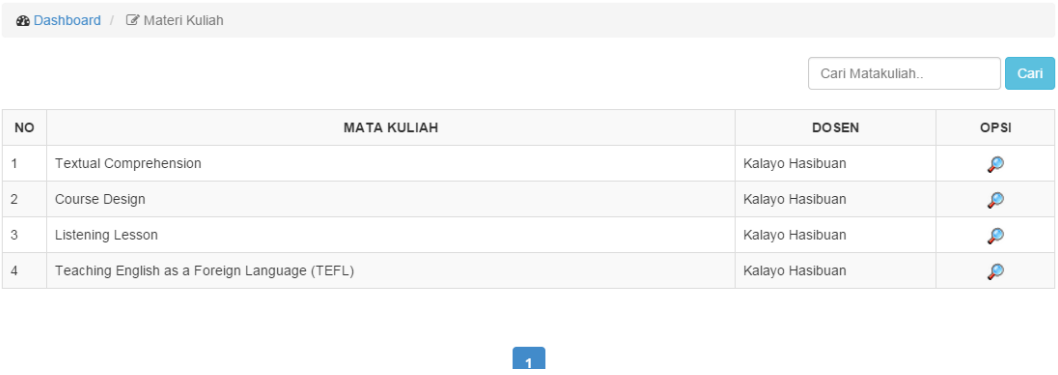
b. Add Content of Courses

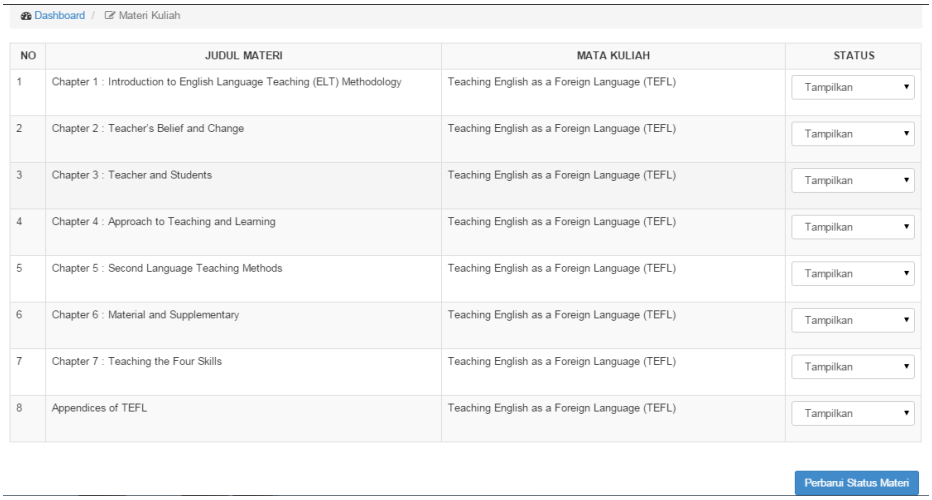


c. Add Assestment

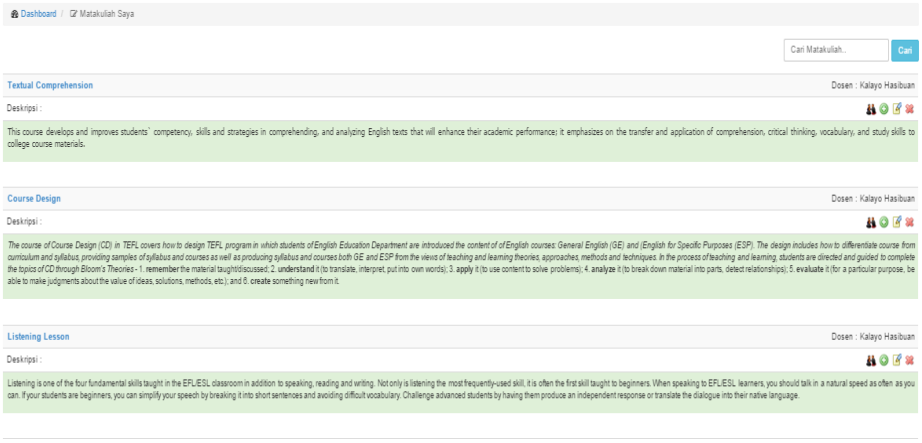


d. Publish Content

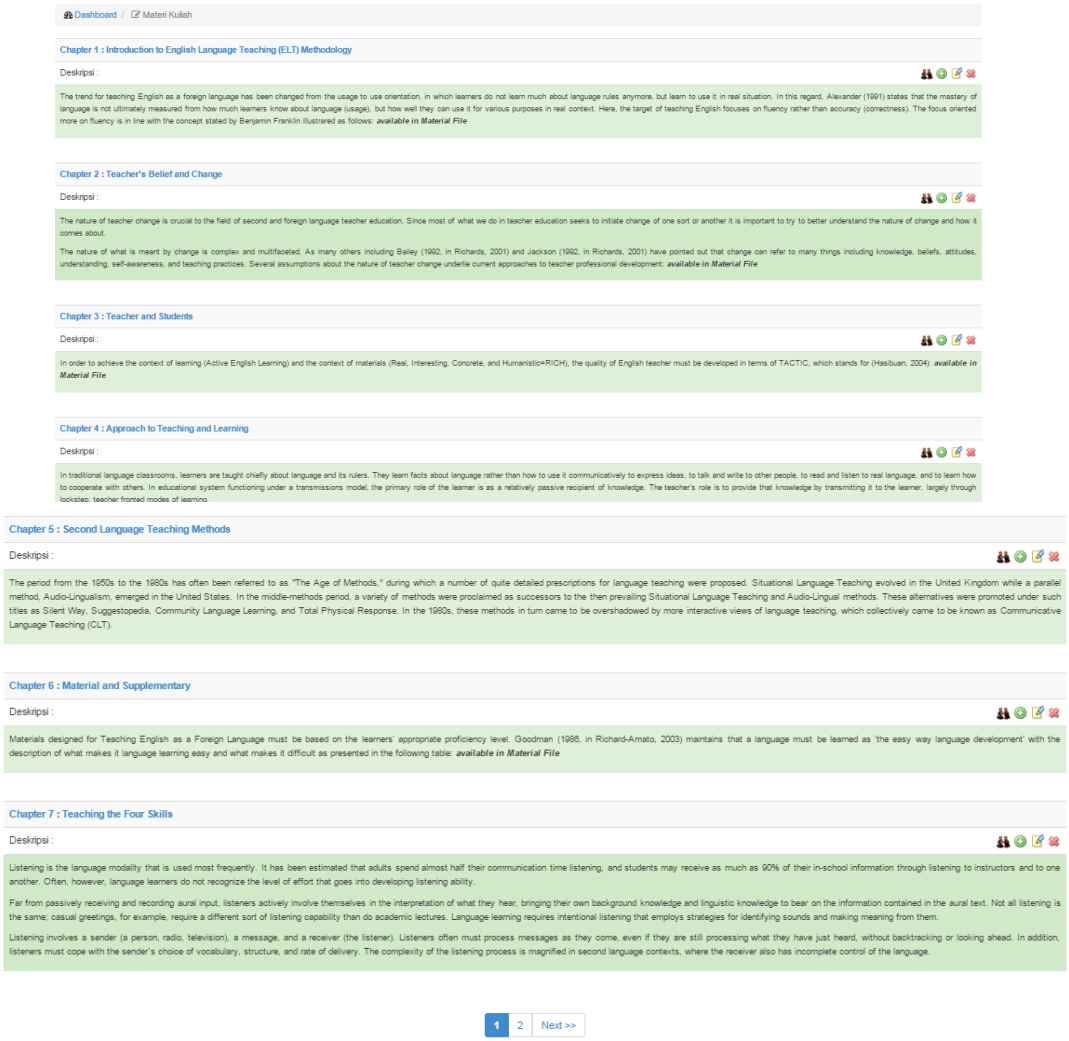




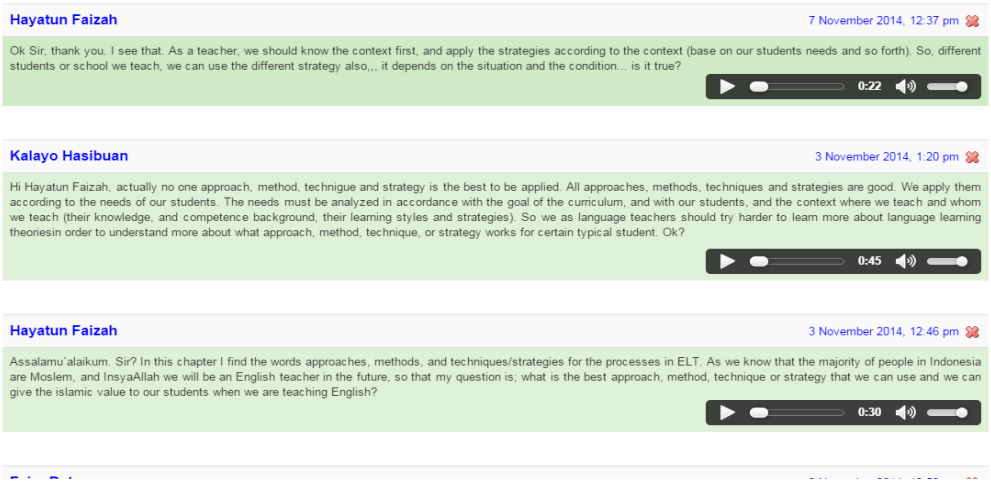
6. My Courses

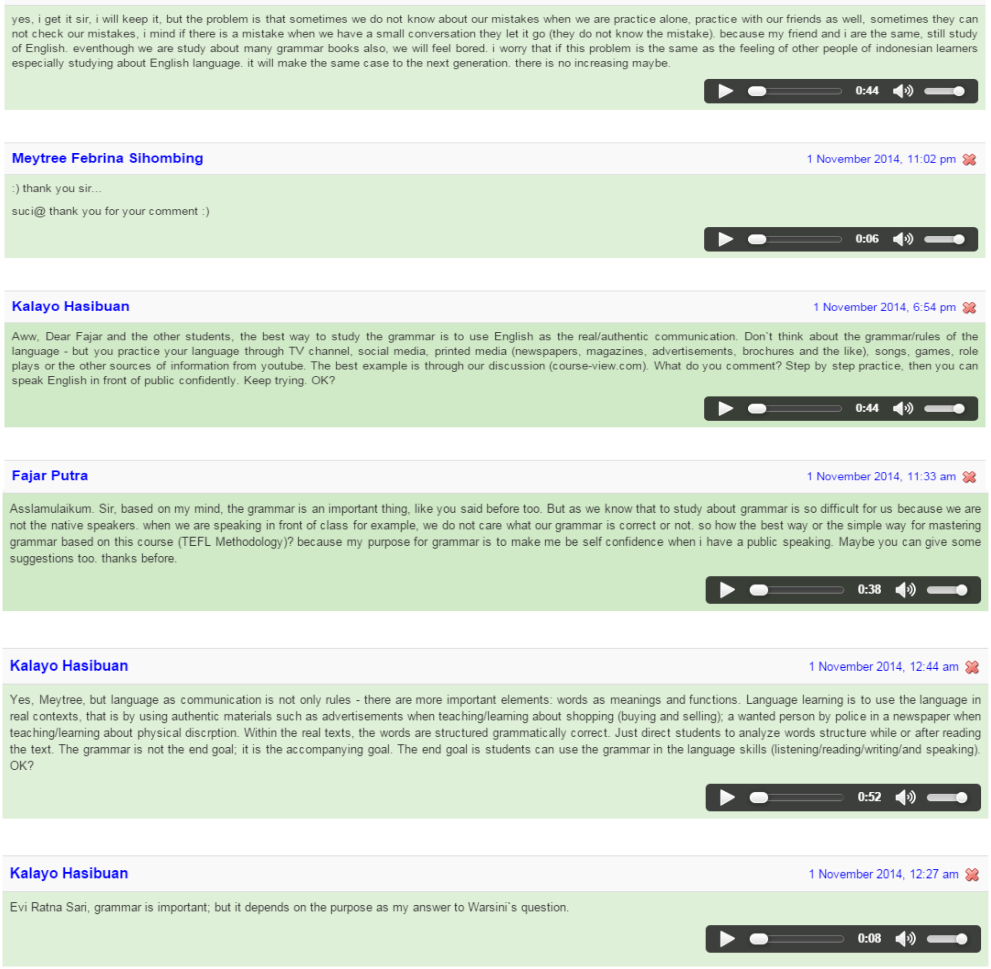


7. Content of Courses



8. Content's Discussion





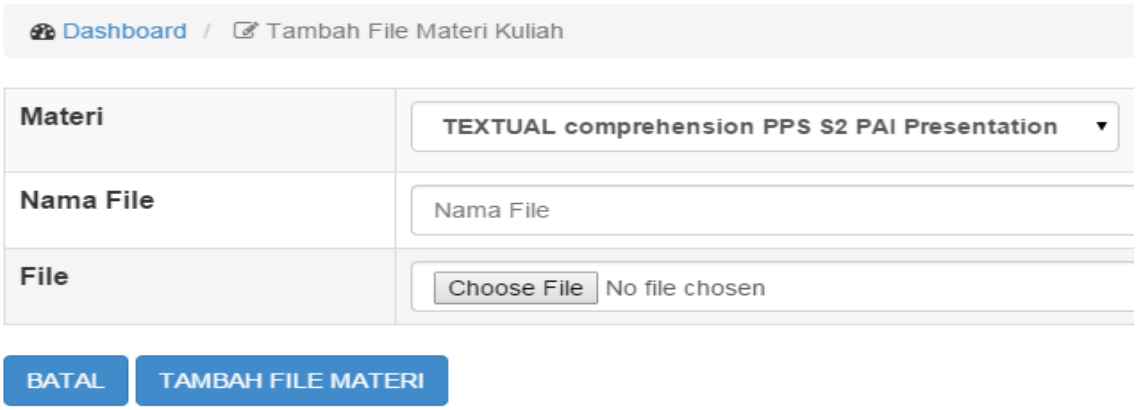
9. Disscuss Anouncement

Dashboard / Pemberitahuan Diskusi

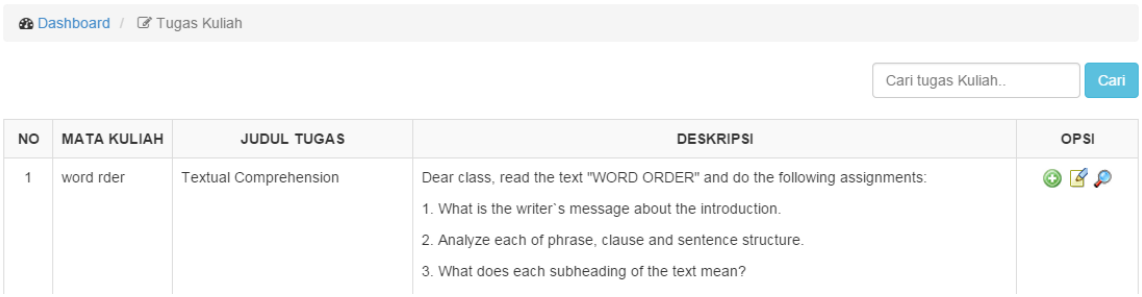
Cari Berdasarkan Nama.. Cari

Nama	Perihal Diskusi	Waktu	Lihat
Hayatun Faizah	Ok Sir, thank you. I see that. As a teacher, we should know the context first, and apply the strategies according to the context (base on our students needs and so forth). So, different students or school we teach, we can use the different strategy also,,, it depends on the situation and the condition... is it true?	7 November 2014, 12:37 pm	
WAN ASSYURA WANTI PA	sir, couple days ago, when one of my lecturer gave me advice to download some ebooks, i get it. can you explain to me what kind is it? syllabus or lesson plan??? click this link to view pdf file	7 November 2014, 7:59 am	
Muthia Rafika	Baily,(1992)and Golombek (1998) said that affirm the nation that changees in teacher's belief precedes changes in their teaching practice. Sir would you like to explain more releted to this sentence ?	6 November 2014, 2:16 pm	
MUTHIA ANDINI	zahara_ I agree with Arma.. I only want to add the answer for this question.. :D Arranging and developing syllabus is a part of developing curriculum. In addition, talking about arranging syllabus, it means that we talk about planning of curriculum operational. Now, our country applies curriculum 2013, so, we have to adjust our syllabus with it.	6 November 2014, 2:27 am	
Yuliana	I've read all of the chapters, and the essence of this chapter "Teacher Belief and Changes" i got is how to build a real teacher character. As we all known that theories in this script was found for many years ago but the fact say that many teacher (specially in Indonesia) still don't have what mentioned in this discussion. For example sociolingustic skill which can we see the prove that sometime teacher act rudely to his/her student(s). Ok the questions is, at this time we have to learn and know about this lesson, aren't they ? Since when the theories being a need to teachers candidate to learn ? And how can it be effective to build teacher characters ?	5 November 2014, 8:02 pm	
Ardiyanti Lestari	Sir, How can I manage my student skills (we know that each student has different way to receive the material) if I use more than 2 belief when I am teaching ?	5 November 2014, 12:06 pm	
Meytree Febrina Sihombing	fajar & evi @ I get your point guys, first we must have motivation and more bravery. I think that is as a basic way to prepare our self when we want to do anything. the secod, we must have strategies or disigning when we will do in learning process. Yes, it makes us more confident in teaching because we had done preparation. the third, as a teacher we must know the new technology, because it can become a facility in our teaching. :)	5 November 2014, 8:24 am	
ARMA NOVIYANTI	Zahara: Yup ! I think We have to adjust it accordance with the provisions is made by the government or the people who determine about it.	5 November 2014, 6:39 am	
Evi Ratna Sari	I get your point fajar. You mean that we need to design materials that we will teach, and we need IT to support our materials. So that our style in teaching English in the future will be different from now, and to be interesting.	4 November 2014, 9:06 pm	
ZAHARA ATIKA	_muthia so we have adjust our standard curiculum syllabus curiculum 2013??? :D	4 November 2014, 1:16 pm	
ZAHARA ATIKA	ass..guys i don't understand about this chapter, please explain with me,..thanks	4 November 2014, 12:05 pm	
ZAHARA ATIKA	sir i want to ask, what if the student is hard to understand about our syllabus has been designed as a teacher, while we know if not all students possessed the same level of ability to understand?	4 November 2014, 11:50 am	
ARNI AMRIDA PUTRI	got it sir, thank you :-)	3 November 2014, 4:23 pm	
Hayatun Faizah	Assalamu`alaikum. Sir? I get the point of Suci Handayani`s statement that teacher`s Belief will determine the approach, method, technique or strategy that will be used in the classroom activity (teaching process), so I conclude that the teacher`s belief is same as religion. Isn`t it Sir? Yet, I cannot get the second point of the assumption about the nature of teacher change underlie current approaches " Changes in teachers` practices are the result of changes in teachers` beliefs." Would you like to give more explanation about this?	3 November 2014, 1:53 pm	

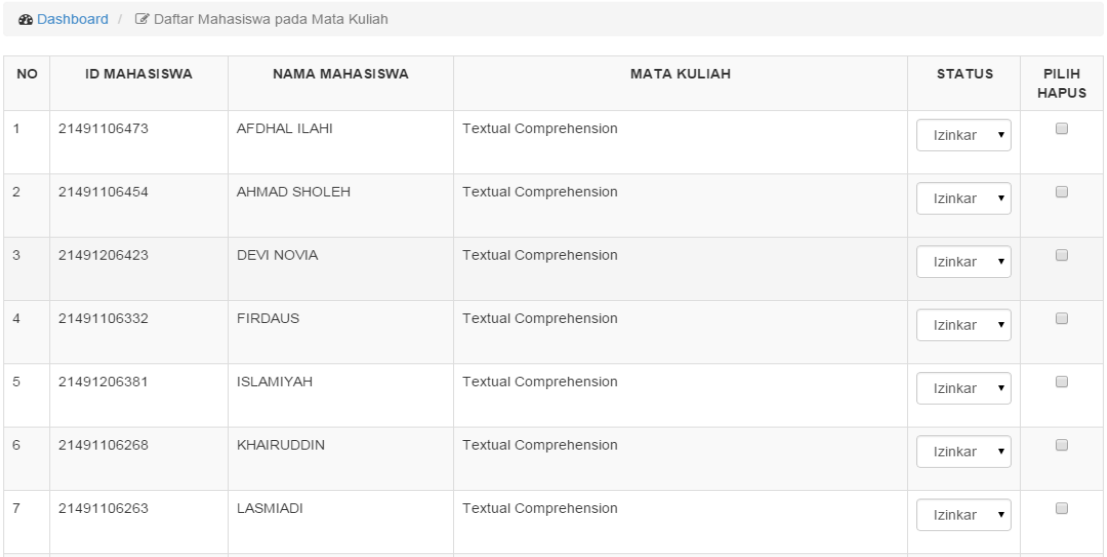
10. Upload Content



11. Assestment



12. Course Aproval



13. Students Attendance

Dashboard / Materi Kuliah

NO	JUDUL MATERI	MATA KULIAH	OPSI
1	Chapter 1 : Introduction to English Language Teaching (ELT) Methodology	Teaching English as a Foreign Language (TEFL)	
2	Chapter 2 : Teacher's Belief and Change	Teaching English as a Foreign Language (TEFL)	
3	Chapter 3 : Teacher and Students	Teaching English as a Foreign Language (TEFL)	
4	Chapter 4 : Approach to Teaching and Learning	Teaching English as a Foreign Language (TEFL)	
5	Chapter 5 : Second Language Teaching Methods	Teaching English as a Foreign Language (TEFL)	
6	Chapter 6 : Material and Supplementary	Teaching English as a Foreign Language (TEFL)	
7	Chapter 7 : Teaching the Four Skills	Teaching English as a Foreign Language (TEFL)	
8	Appendices of TEFL	Teaching English as a Foreign Language (TEFL)	

Dashboard / Absensi Masuk

NO	ID MAHASISWA	NAMA MAHASISWA	WAKTU MASUK
1	11214200334	Mutik Atun Arodiyah	2014-10-18 18:33:55
2	11214204296	April Lovina	2014-10-18 19:53:53
3	11214202547	Sucianik	2014-10-19 08:54:13
4	11214202715	Ale Rusnia	2014-10-19 09:07:27
5	11214101287	Umar Subagio	2014-10-19 17:35:08
6	11214204168	Muthia Rafika	2014-10-20 16:31:59
7	11214200277	Ardiyanti Lestari	2014-10-22 12:05:09

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THE IMPROVEMENT OF PROSPECTIVE ENGLISH TEACHERS' ABILITY THROUGH TEACHING PRESENTATION TECHNIQUE IN TEFL

Fatimah Sari Siregar
University of Muhammadiyah Sumatera Utara
Fatimah_sari84@yahoo.com

Teaching English as Foreign Language (TEFL) is one of the lesson for the students in forth semester in English Department of University of Muhammadiyah Sumatera Utara. This lesson is prepared for the students who will start their teaching career, at the stage where they will applicant their knowledge e and competence. English teachers are able to operate as effectively as possible by providing all necessary support and encouragement to the students. one of the important competence in teaching learning process is the way of the teacher to manage theirseves in front of the class and be a good example to their students. The technique that can be used was teaching presentation technique. Teaching presentation technique is one of the elements in designing verbal communication which can use multimedia. For this research, this technique was used in teaching speaking. The teacher should be able to demonstrate in front of the class by using teaching presentation technique and used the suitable medias. Classroom action research was used in here by following the procedures: (1) Planning, (2) action, (3) observation, (4) reflection. The result from this research, there was improvement of the students' ability in teaching speaking by using teaching presentation technique. It can be seen from the result in the first cycle (71,05%) to the second cycle (87,62%). It means there was increase as 16,57% from the first cycle.

Keywords: Prospective English teachers' ability, teaching presentation technique, TEFL

INTRODUCTION

Teaching English as Foreign Language (TEFL) is one of the subjects for students in fourth semester in English Department, University of Muhammadiyah Sumatera Utara. This lesson is given to the students as the beginning of their career to be an ideal teacher that will be a role model. A teacher should be able to transfer it properly to the students which are a prospective English teacher. One of the most important skills in teaching and learning is a teacher must be able to control herself to stand in the front and become role models for learners.

In this case, English teacher candidates are given a variety of strategies to teach English which includes six skills those are reading teaching strategies, speaking teaching strategies, listening teaching strategies, writing teaching strategies, grammar teaching strategies and vocabulary teaching strategies .Prospective English teacher have to understand that a teacher should be able to carry out the learning activities, teaching effectively, giving motivation and provide all the needs of learners. A teacher must provide the opportunity for students not only memorize, but also must be able to ask, to create something, to solve the problem, discuss the material with her friends. Teachers

should be able become creator; make the classrooms be active, innovative, creative, effective and fun.

Based on researcher's experience in handling TEFL class, it appears that the student or what we call the prospective English teacher still do not have the confidence or have not been able to control himself when standing and presenting the material in front of the class yet. Some students said that they were unable to control the class because it is unusual to present the material in front of the class, they did not believe in their own abilities due to never practiced as a teacher that transfers knowledge to the student in front of the class yet.

It becomes the interest of researchers to improve the ability of prospective teachers to teach English by using *Teaching Presentation* techniques. Researchers take material that is the strategy in teaching speaking. *Teaching Presentation* techniques or demonstration is one of the elements in verbal design of communication that can use multimedia. For example, in speaking teaching strategies, prospective teachers demonstrate the way to be a teacher who is giving the speaking material to students in front of the class by using the appropriate media such as video.

It is also based on the sharing of ideas among the lecturers who become a team in this research, obtained the one conclusion that there should be a selection of learning model that can improve the ability of English teacher candidates . The strategy that will be applied is *Teaching Presentation* techniques in the material *how to teach speaking*. Selection of this strategy will be a model and help students to be more enthusiastic in transferring knowledge that will be given to their students later. Based on the the problems that stated previously, so the purpose of this study were to find out the development of prospective English teacher' ability through *Teaching Presentation* in *TEFL.*

Teaching Learning Basic Concept

What is meant by strategy can be generally defined as an outline of the course of action to achieve the goals that have been set. According to Newman and Logan, in a book of Abin Syamsudin entitled Educational Psychology (2003) , the basic strategy of every effort will include the following four areas :

a. Identify and define the specifications and qualification outcomes such as what should be achieved and become the target of the effort compatible with the society aspirations and hope.
b. Consider and determine the steps that will be taken to achieve the target.
c. Consider and define the criteria of measurement that will be used to measure and evaluate the success level of effort.

Teaching Presentation

Basic concept of teaching The presentation and explanation by the teacher covers one-sixth to one-quarter of the whole time of the class. The amount of time given to presenting and explaining the information increases in classes higher at primary school level and in secondary schools (Dankin & Biddle, 1947; Rosenshine & Stevens , 1986; Stronge , 2002). Some educators argue that teachers give too much time to talk , and for years, many attempts have been made to create a model that aims to reduce the time of teacher's talk and make teaching more student-centered. Nevertheless, the

presentation of the information is still the most popular teaching models and the amount of time given remains relatively stable over time (Cuban, 1993; Lobato, Calrke & Burns, 2005).

Model presentation is part of the learning model that centered on teachers, which requires teachers to prepare before presenting new information and especially to strengthen and broaden students' thinking during and after the presentation. This approach has been chosen by most teacher because it fits with the current knowledge about how an incividual acquire , process and storing new information; and the various components of this model has been studied thoroughly during the last forty years thereby providing substantial knowledge bases, though it is not always consistent. Briefly, learning outcomes presentation model is quite clear and uncomplicated in helping students acquire, assimilate, store the new information; expanding the conceptual structure and habits of listening and thinking information. Model presentation that will be shown here is the adaptation of things that sometimes called inital organizing model.

Teachers use the initial organizers to help making the information more meaningful for students by connecting prior knowledge with new knowledge. C. Planning and Implementation of Presentation Activity 1.Pesentation Planning except for those who are very shy, is very easy for a person to appear before a group of students and talk for 20-30 minutes. However, so, speaking is not teaching. Make decisions about what content will be included in the presentation and how to organize the content, so it is logical and meaningful for students requires a long preparation for teachers.

There are four most important planning tasks: 1) Selecting goals and concepts for presentations. 2) Recognizing student’s prior knowledge. 3) Choosing the right initial organizing. 4) Plan the use of time and space. Selection of objectives and objectives and content Selection of teachers help students acquire new knowledge; a teacher may choose to use a presentation for other reasons. For example, a presentation delivered with passion and enthusiasm can ignite student interest about the topic and motivate them to learn. Sometimes teachers use the presentation to summarize the topic, synthesise, and integrate them to the students.

Presentation learning purpose prioritized to acquire declarative knowledge. Examples of students that able to define the meaning of photosynthesis, could state the basic rules of the football, etc. Selection of content presentation can use the power principle that states only the most powerful and important concept that should be taught and not the interesting and less important in subjects. Meanwhile, according to economic principles recommend that teachers should avoid clutter and limiting verbal presentation with a minimum amount of information. Concept maps are also useful for a teacher to help delivering the kind of ideas.

Presentations which organized well read with a regular tone can be more effective in generating students learning than dynamic presentation who did not have the pointing idea, though students may prefer this last presentation. Conceptual Mapping, the conceptual map help clarifying the teachers the kinds of ideas to be taught and these maps give students an overview for understanding the relationships between ideas. Early Introduction of Student Knowledge Information that given in the presentation will be based on the estimation of teacher cognitive structures that existed in their students and their prior knowledge about something. As with many other aspects of teaching, there is no clear link or formula that is easily followed by the teacher.

Teachers can use assessment to determine the students' improvement. While in learning, the teacher can use the induction or establishing set to check the student knowledge. Students have prior knowledge, intellectual development, learning styles and different intelligence so that teachers need to fit both presentation and explanation to meet the needs and background of students as the use of images and illustrations , cues and examples.

In presenting the material, teacher usually organizes a very tight learning environment. In the early stages of the lesson, the teacher is an active presenter and expects students to become active listeners .Right utlization of this model requires good conditions for present and listen in a calm situation with good visilibility, including the right facilities for the use of multimedia. The succession of this model depends on how the students are motivated to pay attention to what the teacher does and says. At the beginning of the lesson the teacher acts as an active presenter and hope students become active listeners.

Assessment and the evaluation of student learning assessment is an important task for the post- instructional lesson presentation. Presentation model is suitable for conveying new information to students and helps saving the information in their memory, so that appropriate evaluation strategy is to test students' knowledge acquisition and retention. Factors to be considered in testing the students' knowledge is to test all levels of knowledge and not merely memorize information; teachers should also communicate with students about what will be tested and do the test immediately after completions of topics do not wait until mid or semester.

METHOD OF RESEARCH

Research Plan

This research was conducted for fourth semester students of English Department of FKIP UMSU. Purposive sampling technique was used in taking the sample. The design of this study by using a Classroom Action Research that aimed in improving the ability of prospective English teachers' ability through teaching presentation technique.

Techniques of Collecting the Data

This classroom action research procedure has several cycles. Each cycle was implemented in accordance with the change to be achieved, and the cycle will stop if the student has achieved mastery in the classical learning that is if there are 85 % and individually achieving ≥ 75 % in the class. It is also based on the valuing criteria in University of Muhammadiyah Sumatera Utara that was, if the value of > 75 or equal to the value of B so it would be declared as good. Classroom action research was conducted with procedures as follows : (1) planning, (2) implementation, (3) observation, (4) reflection. Qualitatif is used in this research.

1st Cycle

1. Planning

At this stage, they did pre-test, and then, the result should be used for inital identification against the treatments that will be ran. Next, the activity to be carried out are:

a. Organize teaching agenda unit (SAP_ by using a *Teaching Presentation* strategy)

b. Creating research intrument like an observation sheet, diary note, and test.

2. Implementation of Action

   The activities to be carried out in this stage are:

   a. Carry out the learning preocess by using Teaching Presentation for subject How to teach speaking in the early meetingg. Next, the students should choose the learning level and topic, find the material, media also choosing from speaking material based on the grade level they choose. Main researcher act as lecturer who handle the TEFL course.
   b. Giving test cycle I to their students at the end of their learning to know about the result that should be achieved after the treatment.

3. Action

   The action was carried out in this stage are:

   a. Doing an observation while giving the treatment, that seeing if the action implementation corresponds to the SAP and learning process scenario.
   b. Doing an observation to see the students activities while learning process begun.

4. Reflection

   The reflection was carried out in this stage are:

   a. Analyze the observation result
   b. Giving an assesment or evaluation
   c. Analyze the evaluation result
   d. Doing advanced cycle if there are weaknesses

The conclusion for data analysis that become reflection to see whether the carried out acttivity succeeded or not. If in this cycle, students' achievement have not increased and didn't fulfill the indicator so the next cycle should be planned out. But, if the learning outcome has increased and fulfill the sucess indicator so there is no need to go to the next cycle.

Based on the research procedure that has been elaborated above, so the research procedure can be summarized in the research diagram as follows:

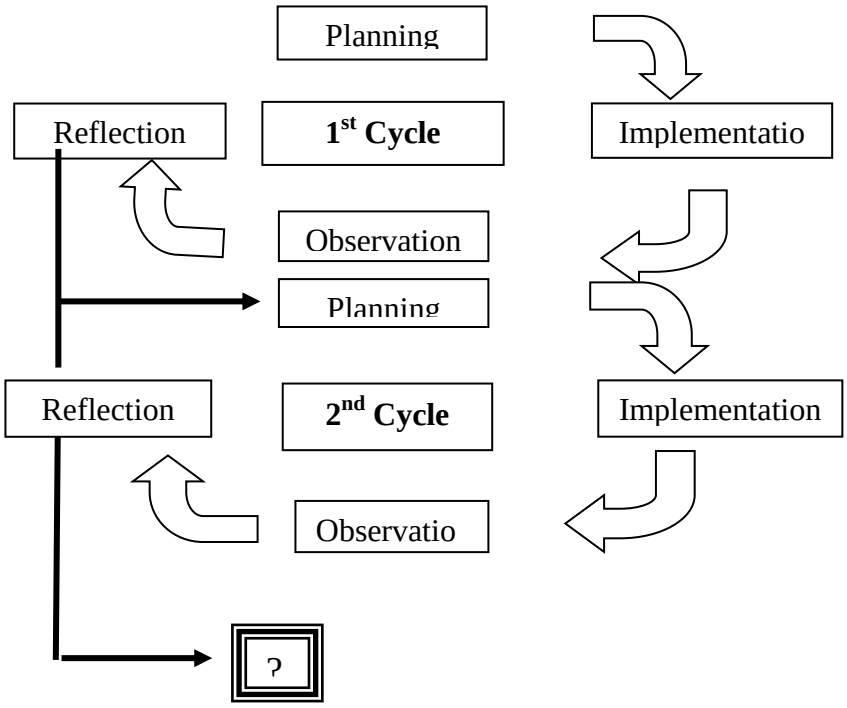

Image 3.1 Source : Design of Action Research model Kemmis & McTaggart (Arikunto, 2010:137)

1.3. Research Instrument

Instrument that will be used in this research is :

1. **Observation**

Accoding to Supardi in Arikunto (2008:127) observation is an observing activiry (data taking) to take a portrait how far the treatment effect to achieve the objective. Observation as one of the technique to observe directly thoroughly, accurately and carefully against the phenomenon in classroom learning. Observation used to see teacher's and student's activity while learning. Observation that used to see the teacher who teaches mathematic with the applied method. While observation used to see student's activity about how far the student understand the mathematics concept. As for the student activity observation indicator corresponds with student mathematic comprehension concept can be seen in the tahble below.

Table 1. observation sheet

No	Indicator	Observed Criteria
1	Lesson Plan Preparation	1.1 Able to organize *speaking* lesson plan based on regulation
		1.2 Able to explain the concept of lesson plan
2	Carry out pre-activities based on lesson plan	2.1 Able to give a stimulus to learning participant that notabene is a good classmate
		2.2 Able to categorize stimulus with the given motivation
3	Do a demonstration as a teacher in front of class .	3.1 Able to demonstrate teacher who teacch *speaking* material.
		3.2 Able to show attitude, motivation, evaluation from speaking.
4	Media Utilization	4.1 Able to prepare the media that corresponds with *speaking* teaching.
		4.2 Able to utilize the right media in *speaking* learning
5	Carry out an evaluation	5.1 Able to prepare evaluation form that coresponds with *speaking* lesson plan
		5.2 Able to give the right instruction with evaluation desk
6	Use and choose a particular operation procedure	6.1 Able to elaborate a particular operation procedure from *speaking*
		6.2 Able to apply a particular operation procedure in *speaking*.
7	Carry out closing activiry based on lesson plan	7.1 Able to close the meeting based on lesson plan
		7.2 Able to give soft skill based on *speaking*

		material

2. Test

Test is a set of question or exercise along with another instrument used to measure ability, intelligence, skill or talent of individual or group (Arikunto, 2010:193). Form of test can be an essay or media preparation rubric in lesson plan.

Techniques of Data Analysis

In analyzing data, research will have a procedure as follows :

1. Present a data for every students in using *teaching presentation* in each cycle
2. Compare the obtained data with each cycle
3. Describing every process in each cycle that carried out by student through *teaching presentation* strategy.
4. Note and record every activities that carried out by student by using *teaching presentation* strategy in each cycle.

DISCUSSION AND FINDINGS

A. Discussion

The research was done in English Department, 4th semester FKIP UMSU year 2014/2015. The one that becomes research subject is the student of 4-E Morning that consist 43 students. Before starting the learning process, researcher gave a pre-test to 6 students that taken randomly about their comprehension about the teacher competency that carried out at February 9th 2015. This test was given to find out the early skill of students in understanding *how to be a good english teacher*. Based on inital test result, the average percentage of student mathematic concept comprehension skill is 42.55% and still categorized medium. Opposite of that early condition so researcher apply research action in applying teaching presentation techniques in *speaking* subject for each school grade. Every cycle carried out in two times meeting. Time allocation for each meeting is 3 x 50 Minutes.

B. Finding

Judging from the initial test, 1st and 2nd cycle test, the percentage of teaching ability of students in English Department fourth semester of FKIP UMSU was increased. In preliminary tests, students' teaching ability percentage was 42.55%. In the first cycle the percentage of students' comprehension was 71.05 %, there was an enhancement 28.50 %. While in the second cycle, the comprehension percentage of concepts reached 87.62 % increased 16.57 % from 1st cycle.

1st Cycle Description

1. Planning Stage

Activity was carried out in planning stage include :

a. SAP organizing and learning media referring to action that applied in learning activity research
b. Creating observation sheet to see the the student activity (as a teacher) and friends (as a student) during learning process.

c. Organizing 1st cycle test question that is a presentation to become an English teacher with prepared material by the English prospective teacher.

2. Implementation Stage

In implementation stage, the meeting was held 2 times. Researcher as the teacher in the class demonstrated one materia, that was speaking for Senior High Student grade X with Sympahty Expression. Learning process implemented by using teaching presentation techniques.

First Meeting

First meeting was done in February 11th 2014 at 07.30-10.00, all students consist of 43 people. The learning process in this meeting was:

1. Initial Activity
   It was the learning stages in the first meeting:
   a Researcher as demonstration teacher asked the students as demonstrated student grade X Senior High School to pray
   b The teacher motivated the students to become much spirit in following the lesson.
   c The teacher delivered the learning purpose that want to be achieved that was a student to know about *sympathy expression* material.
2. Main Activity
   a. Teacher remind the students about the previous material that has connection with daily life
   b. Teacher explained the material *sympathy expression* with teaching presentation technique
   c. Teacher gave an exercises to the student about *sympathy expression* by using teaching presentation technique
   d. Teacher evaluated student worksheet and ask them to fix it if there is still a wrong with the purpose so the student won't repeat their mistakes
3. Closing Activity
   a. Teacher gave question orally with the purpose to strengthen the student comprehension about learned material
   b. Teacher and students evaluated the lesson and concluded the material after being discussed
   c. Teacher informed the material that should be discussed in the next meeting

Second Meeting

Second meeting implemented in February 18th 2014 at 07.30-10.00, all the student consists of 44 people. In this meeting, 6 student taught in front of the class by using Teaching Presentation technique. Subject in this meeting will have each teacher deliver one material, that is Speaking for grade X. Prospective English teacher taught the selected material trough teaching presentation technique by using the suitable media.

Observation

Observation was conducted to determine the activity of teaching teachers and teaching students who can explain to the class with teaching methods and media appropriate to the material as well as the observations made to determine the extent of the feasibility study TEFL teaching techniques preesentation. Based on observation, the

prospective english teacher has been implementing the learning well. But there are some prospective english teacher are still not serious in teaching the class. The Results of student activities' observation that a prospective English teacher in the learning process cycle 1 was still relatively low.

Reflection

Results of activity observation as a teacher teaching students to understand how to be a good English Teacher in the first cycle was still relatively low. It can be seen from the observation of student activities in the learning process still reached an average of 1.98 and a relatively low category. The percentage of students in the classical mastery learning is also increasing. In preliminary tests in classical mastery learning level reached 10.53%, on a test cycle I to 71.05%, an increase of 60.52% or is equal to the value D. However, the increase in mastery learning is not as expected due to the level of classical completeness is not reached, so it is necessary to re-do the learning improvement that maximizes student learning ketungtasan. Besides the implementation of the first cycle there were still some weaknesses, namely:

a. Student as demonstration teacher was less enthusiasm in teaching by using a suitable method and learning media.
b. Student as demonstration student did not understand perfectly with the instruction in teaching given by demonstration teacher.

To fix and maintain the success that has been achieved in the first cycle, then the implementation of the second cycle of planning can be made as follows :

a. More motivating the inactive student and the one who is troubled
b. Teacher gives a guidance and a chance to a student to ask a question, if there was a student who did not understand the question or explaining the student the meaning of the question
c. Teacher uses the right media and method that fits the learning material.
d. Teacher uses English with correct language structure so it can be understood by student.

2nd Cycle Description

Based on reflection result that implemented in 1st cycle, in the 2nd cycle, there were some actions fix to cover the weakness that has been happened during the learning implementation in 1st cycle. The action that has been done in 2nd cycle include the steps :

1. Planning Stage

The learning plan in this 2nd cycle based on 1st cycle reflection, that was :

a. Preparing in 2nd cycle SAP that has been made as the effort to solve problems
b. Preparing the observation sheet to see the teacher and student activity during learning process.
c. Preparing the 2nd cycle test

Implementation Stage

Learning process in 2nd cycle implemented on Rabu, March 4th 2015. The steps of learning in this meeting are :

1. Opening Activity

a Student as demonstration teacher gave opening
b Teacher motivated the student to be spirite in following the lesson
c Teacher delivered the lesson purpose which is to be achieved and inform the result of 1st cycle test.

2. Main Acitivity
   a. Demonstration teacher re-explained the speaking material using the right method and media
   b. Teacher gave the chance for student to ask a question
   c. Teacher used structured English and good pronunciation

Observation Stage

Observations carried out to determine the activities of students as a prospective english teacher that can describe the students' understanding of speaking material as well as the observations made to determine the action of learning English by using Teaching presentation technique. Based on observation, the teacher has been implementing the learning well.

Reflection Stage

Results of student activities' observation to understand the prospective English teachers' ability to teach students in the second cycle was increased. That was 87.62%. Therefore, it can be concluded that learning English as Foreign Language Teaching denagn using teaching techniques presentation enhance the ability of prospective teachers to teach English languages Language Study Program FKIP UMSU Britain.

CONCLUSION AND SUGGESTION

CONCLUSION

From the research finding, it can be concluded from 1st and 2nd cycle test, the percentage of prospective English teachers' ability in English Department of FKIP UMSU 4th semester student were increased. In the beginning test, the percentage of teaching ability student was 42,53%. In the 1st cycle, student comprehension percentage reach 71,05%, improvement occured 28,50%. While in the 2nd cycle, comprehension percentage of mathematic concept is 87,62% snd increased 16,57% from the 1st cycle test.

SUGGESTION

It has proven the use of presentation teaching techniques can improve the ability to teach students who are candidates for an English teacher, the researchers gave the following advice :

a. Lecturer in teaching need to consider new methods so that the teaching is not monotonous so that students do not feel bored and think of English as a difficult subject.
b. Lecturers need to design learning as well as possible by using the right strategy in accordance with the conditions and situations that students will be taught a lesson.
c. Students as prospective English teacher need to improve the teaching of English to find and understand the latest techniques in transferring material.

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The Application of Edutainment Instructional Approach through Active Knowledge Sharing to Improve Students Ability in Mastering Phrase Structure Rules at Fourth Semester Students of English Study Program of STAIN Malikussaleh Lhokseumawe

Nurlaila
(a Lecturer of STAIN Malikussaleh Lhokseumawe, Aceh)
Email: nurlaila_daud@ymail.com

ABSTRACT

This research entitled " Edutainment Instructional Approach through Active Knowledge Sharing Strategy to Improve Students Ability in Mastering Phrase Structure Rules at Fourth Semester Students of English Study Program of STAIN Malikussaleh, Lhokseumawe. This research was conducted to solve the students' and lecturer's problems related to the students' ability in mastering phrase structure rules and the lecturer' strategy in teaching the materials. The purposes of this research were to find out whether the students' mastery on understanding phrase structure rules improve by using edutainment instructional approach through active knowledge sharing strategy and to investigate the class atmospheres when the lecturer was applying the strategy in teaching phrase structure rules. This study belongs to qualitative approach by using classroom action research. The subject of this research was all of students in the fourth semester of unit 3 of English Study Program. This research was conducted in two cycles by following the procedure of the action research proposed by Kemmis and McTaggart. It started with planning, implementing, observing and reflecting. The researcher used some instruments such as tests, and observation checklists. The data were analyzed in two ways; qualitative and quantitative. The result of the research showed that students' average score of pre-test was 51.30. Then after applying the strategy for two meetings, the students' score became 64.86. It did not meet the criteria of success yet. So, it continued to the second cycle. The result of post-test in second cycle was found in the level of good criteria, with average score 81.21. It means that active knowledge sharing strategy could improve the students' ability in mastering phrase structure rules. Moreover, this strategy also could increase the class atmosphere of teaching- learning process.

Keywords: Edutainment Instructional Approach, Phrase Structure Rules

I. INTRODUCTION

Syntax is one of the compulsory materials that must be learnt by the students of university especially the students of language program particularly English. The knowledge that is presented in this topic is very useful for the students to construct a good sentence. English syntax is parts of grammar of a language. It refers to a set of rules of English as a language which construct patterns, it is applied to improve ability in reading, speaking, and writing English at the sentences level. The application of this

knowledge can be used as guidance for students to communicate more effectively. The users of language consistently follow the structure in order to make communicate more meaningful.

Phrasal categories are one of materials or topics that the students should learn in Linguistics class at fourth semester. Based on the syllabus of the subject, it is stated that the students should be able to know words level, phrase level, and clause level to be able to construct a good sentence, namely a sentence that is grammatical, logical, and meaningful.

In reality, some students still feel difficult to form good sentence. One of some reasons are they are unable to identify the structure of specific phrases in English like which one is Noun, Verb, Adjectives, Adverb, and Prepositional Phrases.

Therefore, the lecturer might be able to guide the teaching learning process to be more meaningful, enjoyable, and comprehensible. For this reason, the researcher as a lecturer of the institution intended to use edutainment instructional approach in active learning method to help the students easily in comprehending phrase structure rules by using active learning method the students can comprehend and use the phrases in their daily activities even in written and oral conversation. According to Pakprod and Wannapiroon (2003:1) the principles of edutainment focus on the utilization of entertainment as a learning booster. Media and activities are hence supporting tools.

There are some advantages of the using of edutainment instructional approach in active learning. First, it may increase critical thinking skills in students. Second, enables students to show initiative. Third, it involves students by stimulating them to talk more. Fourth, incorporates more students input and ideas. Fifth, it was easier to assess students' learning. Sixth, better meets the needs of students with varying learning styles. In addition, Dimyati (2006) stated that by applying active learning, student expected to be able to recognize and develop the capacities learn and potency owned fully, realizing and can use the source potency learning which could be around him. Others, student expected to train to think regularly, crisis, listen carefully and can finish the everyday problem, and also more skillful in diging, exploring, searching, and developing information having a meaning for him.

Based on the explanation above, it could be drawn a research title, namely "The Application of Edutainment Instructional Approach through Active Knowledge Sharing to Improve Students Ability in Mastering Phrase Structure Rules at Fourth Semester Students of English Study Program of STAIN Malikussaleh Lhokseumawe (A Classroom Action Research).

This research had two purposes, they are: (1) to find out whether the students' mastery on mastering phrases structure rules improve by using edutainment instructional approach through active knowledge sharing strategy, and (2) to investigate the activities of students and lecturer in applying the strategy in teaching and learning phrase structure rules.

This research hopefully can have beneficial both theoretical and practical. Theoretically, the result of this research would be given an additional reference for English teacher or lecturer on relevant topics that could be used in teaching syntax specifically phrase structure rules and practically, it is hoped to be good motivation to the students to learn English syntax in order to get better and interesting ways in learning English.

There are many teaching strategies that can be applied in university level in active learning using edutainment approach, in this study the researcher focused on how

the “active knowledge sharing” strategy improve students ability in mastering phrase structure rules.

II. REVIEW OF RELATED LITERATURE

Concept of Edutainment Based-Learning

The concept of edutainment or "education and entertainment" is not new in a learning environment and its purpose is to make the learning process more enjoyable. Word “Edutainment” consist of two words they are education and entertainment. Edutainment can be translated freely by a fun learning or *pendidikan yang menyenangkan* in Indonesian. Terminologically, edutainment means the form of entertainment that is designed to be educational. Thus, it can be concluded that edutainment is learning process that is designed by combining education and entertainment together so that teaching learning activities run in a fun situation.

Active Sharing Knowledge strategy is one of Active Learning strategy proposed by Mel Siberman (1996: xvii). He modified the strategy from Confusius. Three statements that are modified from Confusius are :

When I hear I forgot.
When I hear and see, I remember a little.
What I hear, see, and ask questions about or discuss with someone else,
I begin to understand.
What I hear, see, discuss, and do, I acquire knowledge and skill.
What I teach to other, I master.

Those statements above are based on reality that some teachers usually speak fast so that the students cannot fully understand what the teacher talk about. According Hamruni (2013: 191), teacher usually speaks 100-200 words in one minute. If students concentrate on the teacher’s talking, they probably are able to grasp 50-100 words per minute or a half of teacher’s words. This could be happened since the students are thinking while listening, so that it is not easy to understand what the teacher said. Besides that it is not easy for the student to concentrate fully or continuously in a long times except the materials are presented in interesting way.

From those statements above, it can be inferred that mostly teachers in speaking speak so fast that is hard for the students to catch what the teacher said, thus learning would produce little benefit for students. In this case, teacher then should use interesting and enjoyable methods to make the students can stand longer.

Definition of Active Knowledge Sharing Strategy

Before trying to discuss about the concept of active knowledge sharing strategy, it needed to be discussed first about active learning. It was because active knowledge sharing strategy is part of active learning strategy. Active learning is a learning process which means to make the learners to learn using some ways or some strategies actively. This strategy means to optimize the potency that the learners have so that all learners can reach the best result of learning. Besides that active learning is also means to keep students attention to focus on the learning process,

Some researchers’ research result showed that the attention of learners decreased as times goes by. For example, the result of Pollio’s research in 1984 showed that the students only paid attention on the subject about 40% from the whole times of learning.

Similar relevant research was done by McKeachie in 1986, he stated that students' attention in first ten minutes can reach 70%, and decreased until 20% in the last 20 minutes.

In Indonesian language, Active knowledge sharing strategy means *saling tukar pengetahuan.* Active knowledge sharing is a learning strategy that stressed the students to help each other to answer the question related to the topics being discussed which the friends that do not know. It means that the students who cannot answer the question and have difficulties to answer the question are pleased to find out the answer and also the students who are able to answer the questions are suggested to help the friends who do not know the answers.

The concept of active knowledge sharing strategy is almost similar with "every one is teacher" strategy. In this strategy, the knowledge is not only gotten from the teacher or lecturer but also every student can share their knowledge to other friends.

Procedure of Using Active Knowledge Sharing in Teaching Phrase Structure Rules

According to Hamruni (2013: 230-231), there are four basic rules that can be followed by lecturer in applying Active Knowledge Sharing strategy, in this case the researcher used the strategy in teaching phrase structure rules; they are :

1. Prepare list of questions that are related to teaching materials that will be taught. The questions should be suit to its items categories like multiple choices, essay, true-false, completion, etc.
2. Ask the students to answers those questions.
3. Then, ask them to go around the class to share and discuss the questions that they do not know the answers with other friends. Give them motivation to share their knowledge with the friends that knows the answers.
4. Ask the students to sit again on their own seats and discuss the answers. Fill in the question that is not answered yet by the students. Use that information for the topics that should be discussed more details in the class.

Based on the procedure above, the researcher modified those procedures into some more steps to get more detail and match with edutainment instructional approach; they are:

1. The lecturer opened the class by greeting the students friendly and cheerily
2. The lecturer gave motivation to the students by telling them that every student is actually can be the best on their own
3. The lecturer created the enjoyable studying environment by telling them to feel free to give responses to every question directed to them since they will not get any punishment when they gave wrong answer.
4. The lecturer explained the steps in learning process to make them relax and do not feel confuse what to do
5. The lecturer gave the students some questions related to phrase structure rules that had been prepared at home
6. The lecturer asked the students to answer those questions given individually. While they are doing the task, music is played for having relaxed and enjoyed.

7. Next, after about ten minutes, the lecturer asked the students to go around the class to find out some friends who can answers the questions that they do not know the answer.
8. The lecturer suggested the students to help each other.
9. Next, the lecturer ordered the students to sit again on their own seat.
10. The lecturer explained the students about the topic (phrase structure rules related to the questions given) more detail
11. The lecturer helped some students to fill in the questions with the correct answers if they were wrong.
12. The lecturer could use the information as a way to introduce the part of the topics that were still could not be understood by the students.
13. The lecturer then explained the points in the questions those were unanswered by the students.
14. The lecturer identified the students' problem in learning process by asking some students.
15. The lecturer motivated the students to increase their ability in mastering phrase structure rules by saying that nothing impossible if they are willing to.
16. The lecturer together with the students made a conclusion and reflection about the lesson that had been learned.

III. RESEARCH METHODOLOGY

Classroom action research is the best research methodology to be used in this project since the purpose of the research for increasing students' ability in mastering certain topics in learning certain subject in English. Action research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problem.

According to Penny (1996:60) "action research is carried out by teachers on phenomena in their classroom. It is primarily to improve the teachers' own teaching process". It means that the problem in action research is based on phenomena in classroom, not from out of classroom. In addition, Zuriah (2003:54) stated that "action research is a research is pressed in action (activity) by implementation the theory in practicing and in real situation at micro scale, wish it can be able to improve the quality of teaching learning process in educational and to repair in society".

Asrori (2008:45) stated that there are at least four models of classroom, they are: individual teacher as researcher model, collaborative model, integrated simulation model and social experimental administration model.

Based on the types of the action research above, the researcher takes the first model, namely individual teacher as researcher model since the researcher applied the research in her own class namely fourth semester students of English Study Program. It was done to solve the problem faced in syntax materials on mastering phrase structure rules.

Cohen in Asrory (2003:221) suggested that the action research functions best when it is done collaboratively. This method of research incorporates that ideas and expectation of all persons involves in the situations. Collaborative action research has

the concomitant of beneficial effects for workers and the improvement of the services, conditions and the functions of the school.

Even though the researcher the first model; individual teacher as researcher, in the application, the researcher needs the other lecturer to help her in teaching learning process to observe from the beginning until the end. Action research also be done to improve something that will be researched, in this research, action research is to the development of students' ability in understanding phrase structure rules.

There are some models of classroom action research, in this research the researcher applied Kemmis and McTaggart model that covered four steps, they are planning, implementing , observing, and reflecting the action.

This research was conducted at English Study Program of Tarbiyah Department of STAIN Malikussaleh Lhokseumawe of fourth semester. This institution is located on Medan Banda Aceh street number 1 Buket Rata, Alue Awe. Unit three was the subject of the research since the problem found there.

The data of this research was taken from the result of test and observation. Test is the number of questions or exercise used to measure skill, knowledge, intelligence, ability, or talent that is owned either in individual or group (Suharsimi:2006;150). There were two kinds of test, namely pre test and post test. In this research was given both of this test. The pre-test was given before applying edutainment approach to know the basic ability in phrase structure rules. Post-test was given after applying edutainment approach to know improvement of the students' mastery in phrase structure rules.

There are some kinds of observations, in this research participant observation was chosen because in this research, the researcher intended to know how the students enthuasiastic in learning using the strategy.

The instruments which were used to collect the data in this research were observation checklist, and test sheet. The form of test were consisting of multiple choice that consist of 25 questions. For each correct answer they got 4 points, so the total score would be 100. The observation checklist or sheet was used to record students' and lecturer's activities in learning phrase structure rules in each cycle. There are two kinds of observation checklist in this research, observation checklist for lecturer and observation guide for students. Observation checklist for lecturer used to obtain information how the practitioner implemented the prepared plans and procedures, especially to find information whether or not the assessment instrument prepared can be used as well as possible. Observation checklist for students was used to gather data about the students during the teaching learning process

The data obtained was analyzed qualitatinvely and quantitatively. The researcher found out the mean score of the students in pre-test and post-test. The result of both tests was analyzed by using the formula adapted from Winarsunu (2002:88) .

$$x = \frac{\sum fx}{N}$$

(x) = Mean
$\sum fx$ = Total score of all students
N = The number of samples

In qualitative research the data was analyzed using Miles and Huberman model to analyze the data. Miles and Huberman in Sugiyono (2006:337) said "activity of analyzing data for qualitative is done by interactive and continue until finished, the activity in analyzing data there are data reduction, data display and conclusion.

IV. RESEARCH RESULT

The research was conducted in two cycles, the implementation of each cycle could be be seen in the following explanation.

1. Implementation of the Cycle 1

The data was collected from the fourth semester students of English Study Program of STAIN Malikussaleh. The purpose of conducted this research was to know whether the using of edutainment instructional approach through Active Knowledge Sharing Strategy could improve the students' ability in mastering phrase structure rules, and to investigate the class atmosphere when the lecturer applied the strategy in teaching phrase structure rules.

To get more accurate data, the research was conducted in two cycles. Application of each cycle involved planning, implementing, observing and reflecting the action.

a. Planning the Action

Before coming to the real activity in the classroom, the researcher needs to make a planning that would be given to the students in the classroom. There were some preparations the researcher prepared before conducted the teaching and learning :

1. Preparing lesson plan had to be relevance with the objective of learning process. In doing this activity, it had to be considered about learning objective, time allocation, materials, media, method and learning experiences. The lesson plan included three main steps: 1). Pre–teaching activity: the researcher brainstormed the students and motivated with something amuse and relate it to the material would be given. 2). Main–teaching activity: this step contained the process of teaching and learning phrase structure rules by using edutainment instructional approach through active knowledge sharing strategy, 3). Post– teaching activity: sharing conclusion with the students, checking the students' problems, giving solution and giving assignment and asked the students to read more on the topics at home.
2. Research instrument: the researcher prepared the test used when the process of teaching and learning. Some research instruments that were prepared by the researcher were tests they were pre and post test, observation checklists for the students and for the researcher/lecturer.
3. Preparing materials: the researcher prepared the material about phrase structure rules in the form of power point and also some lists of questions for them to find out the answer. It should be done well so that the students would be easily understood the materials.
4. Setting up the criteria of success: the researcher and the observer were considering about the criteria of success in improving students' ability in mastering phrase structure rules by using edutainment instructional approach through active knowledge sharing strategy. The researcher decided about the students' successful if they were able to improve their mastery on phrase structure rules at least their mean score was at level 4 or level good by percentage 71-84 with condition that 85% students should get score above 71.

b. Implementing and Observing the Action

In implementing the action of the first cycle, the researcher collaborated with the other lecturer to help her to observe the process of teaching learning using the strategy since it was not possible for her to observe herself alone. The researcher did the

teaching and learning process that was done for two meetings. The researcher had to introduce and explain about the steps of learning that should be followed by them. The research was conducted in two meetings for the first cycle and the test was conducted at the end of the meeting.

First meeting was conducted on Thursday May 28th, 2015 and second meeting was conducted on Thursday June 4th, 2015. The researcher applied edutainment instructional approach through active knowledge sharing in teaching phrase structure rules in both of the meetings.

The researcher analyzed the result of tests and observation checklists both for students and researcher. The aim of analysis was to know the result of the implementation in cycle one was successful or not. The result of analysis could be seen in the following explanation :

Analysis the Result of Observation Checklist Cycle 1

The analysis of the implementation of Edutainment instructional approach through active knowledge sharing strategy in teaching and learning process about phrase structure rules was done based on the information obtained from the observation checklist of cycle 1. The information was about the researcher's and student's activities in the classroom and about the strategy had been applied.

Based on the observation conducted in the first cycle, it was found that the teaching and learning process were still clumsy and tighten. Some students were still shy to answer the researcher's question about the topic given. Some of them were still confused what to say while the other one chose to keep silent. The result of students' performance was shown in level 2 or fair because their performance percentage were 61,7%. It meant that only for about 45% students shown the good performances in participating in this context responding to lecturer's question, asking for repetition, commenting on lecturer's answers and also friend's.

Furthermore, the researcher also analyzed the observation checklist for lecturer in this case together functioned as researcher. In teaching and learning process in cycle 1, the researcher had done all activities in teaching and learning process well. All the activities that had been prepared before were done good although it was not too perfect. The researcher did not do all steps in edutainment instructional approach through active knowledge sharing yet since it was in the first meeting and the researcher still not be able to follow each step. There was one step that the researcher missed to follow, namely playing music. Even though only one step left, unfortunately, it did not reach the criteria of success yet

Then analysis was also done on the lecturer's performance in teaching learning process. Based on the observation checklist for researcher, it could be concluded that the score of the researcher's performance in teaching phrase structure rules by using edutainment instructional approach through active knowledge sharing strategy was improved step by step from meeting one until the last meeting in first cycle. It was shown that the teacher's performance in cycle 1 was categorized at level 3 or good. Unfortunately, this score meant that the criteria of success had not been achieved yet. Thus, both process from students and lecturer still need more activities for having better result.

Analysis of the Students' Achievement on Phrase Structure Rules

The last analysis that the researcher made was analysis on the students' score in phrase structure rules test to the students performance in form of written test that consist 25 multiple choice questions. The result of pre-test was described in the table below:

Table 1 The Result of Pre-test

No	Name	Pre-test
1.	Erva Setiawati	72
2.	Puteri Raisah	76
3.	Tini Aldina	68
4.	Ratna Andriana	68
5.	Leny Arfahny	68
6.	Ibnu Rozy	44
7.	Zahara Wati	52
8.	M. Husaini	48
9.	Naziaturrahmi	24
10.	Safriani	24
11.	Eka Fitriani	52
12.	Khuzaimah	64
13.	Wardhany	36
14.	Syarifah Mastura	48
15.	Aina Fadhilah	48
16.	Ainsyah	40
17.	Suryani S	48
18.	Maulida	32
19.	Nadia Yusfiani	56
20.	Risnawati	64
21	Nurfazillah	56
22	Nurhayati	48
23	Suryani	44
	Total Score	1180
	Average Score	51.30

The average score of 51,30 was quite not very good because it placed at level 2 or level less by percentage 50-55. While the criteria of success was placed at level 4 or level good by percentage 71-84 with condition that 85% students should get score above 71. This proved that before the lecturer applied students' edutainment instructional approach through active knowledge sharing the students' ability still low on understanding phrase structure rules. The students did not give good respond in learning phrase structure rules.

Based on the result of pre-test shown in the table above, the researcher did reflection. The researcher also measured the students' score based on the students' result of post-test of the cycle 1. The score result of post–test of cycle 1 could be seen on the following table:

Table 2 The Result of Post-Test in Cycle 1

No	Name	Pre-test
1.	Erva Setiawati	92
2.	Puteri Raisah	100
3.	Tini Aldina	88
4.	Ratna Andriana	64
5.	Leny Arfahny	76
6.	Ibnu Rozy	20
7.	Zahara Wati	92
8.	M. Husaini	72
9.	Naziaturrahmi	52
10.	Safriani	48
11.	Eka Fitriani	68
12.	Khuzaimah	60
13.	Wardhany	68
14.	Syarifah Mastura	28
15.	Aina Fadhilah	76
16.	Ainsyah	80
17.	Suryani S	72
18.	Maulida	28
19.	Nadia Yusfiani	80
20.	Risnawati	76
21	Nurfazillah	48
22	Nurhayati	56
23	Suryani	48
	Total Score	1492
	Average Score	64.86

Based on the table above, the researcher got the result that the score of post test of the students did not meet the criteria of success. From analysis above, the average score of the students in mastering phrase structure rules was 64. 86 and it was categorized in the level "enough", while the category of success was placed in level 4 by percentage 71-84. It could be concluded that the researcher needed to continue to the next cycle to reach the criteria of success stated at the beginning.

c. Reflection

The researcher found some findings after analyzing the result in cycle 1. By the result of the analysis of teaching learning process, there were some processes that had not been achieved yet. The researcher had to change some ways in order to get better achievement than before. For the first time, the researcher had to give instruction clearly at earlier stage of the meeting. Second, the researcher should control each student especially for the high level of ability students to go to their friends who were weak and share with them. Thirdly, researcher could prepare students well by setting time in each phase until students had deadline to finish the task and did not take long time.

Based on the fact above, the researcher revised the plan and continued to the next cycle therefore to make the students performances maximal in applying the approach in teaching phrase structure rules. Moreover, the students' competence and

performance was expected to be improved and had a good response in phrase structure rules using edutainment instructional approach through active knowledge sharing strategy.

Implementation of the Cycle 2

The application of cycle 2 was done on Thursday, June 11th 2015. In this meeting, the Researcher did some steps in the teaching and learning process as was done in the previous meeting. Following similar steps as cycle 1, the application of this cycle was done through four steps, namely planning the action, implementing, observing and reflecting. In this cycle, the researcher applied it in one meeting only because the researcher could see the students' activity and performance shown significant result than before and also to avoid boredom of the students.

Based on the reflection done in cycle 1, it could be concluded that the implementation of edutainment instructional approach through active knowledge sharing strategy had not reached the pre-determined criteria of success. In the cycle 2, the researcher had to revise the lesson plan of the implementation in some points especially in creating different types of test to be done in sharing session times for avoiding the boredom and monotonous situation, analyzing the student's final product, and made the reflection of the result analysis. The researcher also re-prepared all the instruments were needed for this cycle.

In implementing the action, the researcher acted as practitioner in the classroom and since it was not possible for her to observe her own teaching, she needed an observer to observe the teaching learning process ran well. The following was the explanation on the meeting of second cycle.

The researcher conducted the meeting of cycle 2 on Thursday, June 11th, 2014. As usual in pre-teaching activity, the lecturer greeted the students in an enjoyable way. In this step the researcher had felt relax than the previous session since it had been known what to do by having good preparation than before, then the lecturer asked the students' condition whether they were in good condition and inform the students to thanks God for having given good health that day. Then, motivation was given the students by telling them a story of a success person not because of he was genius but because he was diligent. The researcher told them that intelligence will come to you if you are diligent, there will be no stupid students at all but there were some lazy students. Do not keep your laziness because it is a very dangerous disease in life. Then the lecturer started teaching and learning process following the procedures revised in lesson plan for cycle 2 that had been prepared.

Table 3 The Result of Post-Test in Cycle 2

No	Name	Post Test Cycle 2
1.	Erva Setiawati	100
2.	Puteri Raisah	88
3.	Tini Aldina	96
4.	Ratna Andriana	76
5.	Leny Arfahny	84
6.	Ibnu Rozy	68
7.	Zahara Wati	88
8.	M. Husaini	84

9.	Naziaturrahmi	68
10.	Safriani	68
11.	Eka Fitriani	88
12.	Khuzaimah	88
13.	Wardhany	88
14.	Syarifah Mastura	68
15.	Aina Fadhilah	80
16.	Ainsyah	76
17.	Suryani S	84
18.	Maulida	72
19.	Nadia Yusfiani	88
20.	Risnawati	92
21	Nurfazillah	76
22	Nurhayati	76
23	Suryani	72
	Total Score	1868
	Average Score	81.21

Based on the activity in cycle 2, the researcher got the result that the mean score of post test of the students had met the criteria of success. From analysis above, the mean score of the students in phrase structure rules was 81,21 and it was categorized in the level " Good". The category of success was also placed in level 4 by percentage 71-84. It could be concluded that this research was success and found the criteria of success had been made. The researcher declared that the research was stopped and then did a report that the implementation of edutainment instructional approach through active knowledge sharing improved the students' mastery on phrase structure rules. The improvement was not only on students' mastery on phrase structure rules but also on students and lecturer's performance in implementing the strategy. Thus, it could be inferred that edutainment instructional approach through active knowledge sharing could improve students' ability in mastering phrase structure rules both in process and product.

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The Effects of Using Information Transfer Technique Toward Students' Listening Comprehension

Ferri Yonantha
UIN Sultan Syarif Kasim Riau
Email: ferriyonantha@gmail.com

ABSTRACT

The objectives of this study were to find out the information about the students' listening comprehension taught by using Information Transfer technique for experimental class and traditional teaching technique for control class. Then, this study was also to find out whether there was a significant effect of using Information Transfer technique toward students' listening comprehension. The study used a quasi experimental-nonequivalent control group design. The participants consisted of two classes of the first year students of Senior High School, 35 students for experimental class and 35 students for control class. The data were collected by using pre-test before the treatment and post-test after the treatment. The study findings showed that the improvement could be seen from the score of test. The result was analyzed statistically by using paired and independent sample t-test through SPSS 16. The result found that there was a significant effect of using Information Transfer toward students' listening comprehension.

A. INTRODUCTION

Teaching will be more effective if the teacher uses technique(s) to achive the teaching goals. Information Transfer technique which is found by Palmer in Nation and Newton (2009:47) is a technique used to improve students listening comprehension where learners reproduce the message they hear in a new form, for example when they listen and respond by ordering a set of pictures, completing a map, drawing a picture or completing a table. A key characteristic of such activities is that they involve a change in the form of the message but the message remains the same.

In addition, Storla in Thi and Loan (1995:97) stated that information technique is translating data from one to another. The students move from the reading or listening text to graphic stimuli or visual like chart, graph, diagram, figure, maps, etc. Brown (2003:127) also stated that Information Transfer technique in which aurally processed information must be transferred to a visual representation, such as labelling a diagram, identifying an element in a picture, completing a form, or showing routes on map. The students are expected to transform and reinterpret the language or information (Brown,1994:143). Palmer in Nation stated again that during the transfer of information remains substantially the same but the form of the information changes (1988:17). In a receptive Information Transfer exercise learners change spoken or written information into a diagram, chart or picture. By making this chance the learners show that they have understood the information and that their understanding is deep enough to adapt in some way. Thus, Information Transfer technique is converting the content of the verbal

language form into the non-verbal language form and vice versa to make the information easy to understand and to convey.

The use of data in Information Transfer technique is very common in our daily lives and has many advantages as what the Palmer in Thi and Nguyen thi Loan (1995:97-98) stated the advantages are outlined below:

1. Authenticity

Firstly, Information Transfer is an authentic task that is often used in an English speaking environment by native speakers in the normal course of their everyday lives. Let's take the train timetables as an example. The railway clerk at the enquiries office constantly transfers his own semi-diagrammatic timetable into linguistic information for people who telephone to ask for train times. These people also probably note down that information in a semischematic way rather than in its fully linguistic form.

2. Communicative tasks

Information Transfer activities are also communicative tasks. When customers book a flight at the travel agent, the clerk will interpret the information on the computer screen for them and use information transfer in communicating and offering help.

3. Repetitive tasks

Normally, the information presented in a diagrammatic form or semi-diagrammatic form is frequently a concentrated collection of similar items of information, for example, repeatedly the train time table shows us when the train will depart from, stop at, and arrive at a limited number of places. This means that the linguistic equivalent may well be expressed by repetition of a certain structure. In this way, Information Transfer activities can be very appropriate to a controlled practice stage of a lesson.

4. Productive tasks

An Information Transfer exercise, such as an information-gap task, usually provides students only with the bare bones of information – they must supply the additional information, often to a partner. Thus, if it is appropriately staged, information transfer can fit into the free production stage of a lesson.

A number of researchers had conducted some studies related to improving listening comprehension through using technique(s) and the use of Information Transfer technique itself. Vien Truon (1999) conducted a research related to an application of the Information Transfer technique in teaching reading comprehension in Vietnamese secondary school classrooms of English. In this term she emphasized the use of this technique to improve students' comprehension on the receptive skills. Sumiati (2011) then conducted a research entitled "The Effect of Using Three Step Interview Technique toward Students' Listening Comprehension at the First Year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency". The design of the research is a quasi experimental research type Non-equivalent Control Group Design. The finding showed that there was an improvement by having Ha is accepted.

Listening is one of the skills that must be taught and learned by the students in the senior high school. There are two basic competences required in listening for the first year of senior high school. The competences are the students are able to understand meaning in formal transactional/interpersonal conversation in daily life context and also the students are able to respond meaning in simple monologue text in spoken or written form accurately in recount, narrative, and procedure.

Based on the preliminary study of the first year students at State Senior High School 6 Pekanbaru it was found that most of the students were not able to identify the

gist of what they listen to, specific information in listening materials, what the speakers mean, to catch the points clearly what they have heard, and to retell what they have listened whether in spoken or written form. Besides, the English teacher taught the students by using traditional teaching technique such as discussion like listening to audio cassette and the students were asked some questions related to what they have listened and the English teacher used dictation as the technique. Therefore, the writer assumed to propose to use a technique to improve students' listening comprehension through using Information Transfer technique.

A.1 Objectives and research question

The main objective of the study was to find out the significant effect of using Information Transfer technique toward students' listening comprehension after conducting the Quasy experimental reserach for at State Senior High School 6 Pekanbaru, Riau, Indonesia with the following objectives:

1. To find out whether there was significant difference of listening comprehension before being taught by using information transfer technique for experimental class and traditional teaching technique for control class.
2. To find out whether there was significant difference of listening comprehension after being taught by using information transfer technique for experimental class and traditional teaching technique for control class.
3. To find out whether there was significant effect of using information transfer technique toward students' listening comprehension.

A.2 Hypotheses

$H_0$1 : There was no significant difference of listening comprehension before being taught by using information transfer technique for experimental class and traditional teaching technique for control class.

$H_0$2 : There was no significant difference of listening comprehension after being taught by using information transfer technique for experimental class and traditional teaching technique for control class.

$H_0$3 : There was no significant effect of using information transfer technique toward students' listening comprehension.

B. MATERIALS AND METHOD

This research was an experimental research. Gay and Airasian (2000:367) stated, the experimental research is the only type of research that can test hypotheses to establish the use and affect of relationship. Furthermore, the design of the research was a quasy experimental research - non-equivalent control group design, which is intended to find out the influence of using Information Transfer Technique toward students' listening comprehension. Quasy experimental design is experimental situation in which the researcher assigns, not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment. (Cresswell, 2008:645).

Then, this research also used two classes as sample. The first class functioned as experimental class treated by using Information Transfer technique. The second was the control class treated without using Information Transfer technique.

The population of the study was the first year students at State Senior High School 6 Pekanbaru consisting 363 students classified into 10 classes. The researcher took the sample by using cluster sampling. According to Gay and Airasian (2000: 129), cluster sampling randomly selects group, not individuals. All the members of selected groups

have similar characteristics. It means that the subject of this research had the same material, the same grade, and the same teacher in teaching of these classes. As the result, the writer used lottery where the writer took X IPA 3 as an experimental class for the first lottery and X IPA 6 as a control class for the second lottery and each class consisted of 35 students.

C. RESULTS AND DISCUSSION

$H_0$1 : There was no significant difference of listening comprehension before being taught by using information transfer technique for experimental class and traditional teaching technique for control class.
It can be seen from Table 1 below.

Table 1: Independent sample test from pre-test score of experimental and control class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.468	.230	.161	68	.873	.429	2.662	-4.883	5.741
	Equal variances not assumed			.161	65.903	.873	.429	2.662	-4.887	5.744

In determining whether the there was or there was no significant difference of students' listening comprehension before being taught by using information transfer technique for experimental class and traditional teaching technique for control class, the writer used Independent t-test by using SPSS 16. The data were from students' listening pre-test score in both of experimental and control classes.

From the Table 1 above, the output of independent sample test showed that the t-test result was 0,161, its df was 68, significance was 0,873, mean difference was 0,429, standard error was 2,662, the lower difference interval was -4,883 and the upper difference interval was 5,741.

The result was intepreted by orienting number of significance. If probability > 0,05, null hypothesis (H_0) is rejected. If probability < 0,05 alternative hypothesis (H_a) is accepted. Because the significance was 0,873 > 0,05, thus, H_0 was accepted while H_a was rejected.

From the explanation above, it can be concluded that there was no significant difference of listening comprehension before being taught by using information transfer technique for experimental class and traditional teaching technique for control class of the first year students at State Senior High School 6 Pekanbaru. It meant that both experimental class and control class were quietly equal.

$H_0$2: There was no significant difference of listening comprehension after being taught by using information transfer technique for experimental class and traditional teaching technique for control class. It can be seen through Table 2 below.

Table 2: Independent sample test from post-test score of experimental and control class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.606	.439	3.124	68	.003	9.000	2.881	3.251	14.749
	Equal variances not assumed			3.124	67.846	.003	9.000	2.881	3.250	14.750

In determining whether the there was a difference of the students' listening comprehension after being taught by using information transfer technique for experimental class and traditional teaching technique for control class, the writer used Independent t-test by using SPSS 16. The data were from students' listening post-test scores in both of experimental and control class.

From the Table 2 above, the output of independent sample test showed that the t-test result was 3,124, its df was 68, significance was 0,003, mean difference was 9,000, standard error was 2,881, the lower difference interval was 14,749 and the upper difference interval was 14,750.

The result was intepreted by orienting number of significance. If probability > 0,05, null hypothesis (H_0) is rejected. If probability < 0,05 alternative hypothesis (H_a) is accepted. Because the significance was 0,003 < 0,05, thus, H_a was accepted while H_0 was rejected.

From the data showed above, therefore, it can be concluded that H_a was accepted and H_o was rejected. In the other word, there was a significant difference of listening comprehension after being taught by using information transfer technique for experimental class and traditional teaching technique for control class of the first year students at State Senior High School 6 Pekanbaru.

$H_0$3: There was no significant effect of using information transfer technique toward students' listening comprehension. It can be seen through Table 3 below.

Table 3: Paired sample test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	pos ttes t – pre test	12.571	8.521	1.440	9.644	15.498	8.728	34	.000

In determining whether there was significant effect of using information transfer technique toward students' listening comprehension, the writer used Paired sample t-test by using SPSS 16. The data were taken from students' listening pre-test and post-test score in experimental class.

The result can be intepreted by orienting number of significance. If probability > 0,05, null hypothesis (H_0) is rejected. If probability < 0,05 alternative hypothesis (H_a) is accepted. Because the significance was 0,000 < 0,05, thus, H_a was accepted while H_0 was rejected.

Therefore, it can be concluded that H_a was accepted and H_o was rejected. In other words, there was significant effect of using information transfer technique toward listening comprehension of the first year students at State Senior High School 6 Pekanbaru.

D. CONCLUSION

The results and findings indicate that there was a significant effect of using Information Transfer technique toward students' listening comprehension. It was showed by the paired sample t-test score of the experimental that was higher than the level of significance. The writer then concludes that this technique can make the students' listening comprehension better. Then, this technique can also be implemented to improve teaching professionalism.

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State Islamic of University of Sultan Syarif Kasim Riau

ABSTRACT

In learning English, students should master the four- language skills. There are listening, speaking, reading, and writing. Speaking is important skill which the students should master it well. The aim of speaking lesson is to make the students be able to communicate with other persons using English.Ur (1996) stated that there are some speaking problems that teachers can come across in getting students to talk in the classroom.These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.Based on the phenomenons, Buzan (2005) said that mind mapping is an extremely effective method of taking notes. Mind maps show not only facts, but also the overall structure of a subject and relative importance of individual part of it. The teachers' assumption that using mind mapping technique also could reduce the less confidence of the students and also made easy to remember and recall descriptive Texts parts, because the students still could use their mind mapping notes when they should practice the material of descriptive texts in front of the class. He also stated that mind mapping makes the students have a good imagination if they remembered something that full of colors and made the students more creative, and the students are not only easy to remember the description, but they can also learn the visual image of the thing.Therefore, the writersgive the alternative technique in teaching speaking: the implementation of using Mind Mapping technique In speaking class.

Keywords : Mind Mapping, Speaking

A. INTRODUCTION

English is one of the international languages that plays an important role as the means for international communication in almost all aspects of life. Many people communicate in English to support the borderless trade among the nations. Thus, mastering speaking skills is required to communicate with other people in the world. By speaking, people can communicate their feeling, share the ideas and opinions.

English is also important in professional environment. Many foreign investors come and build their giant branch offices here in Indonesia. English is needed as a prior requirement to apply jobs here. Some owners of international and national enterprises offer good positions for those who are professional and also able to speak English.

Speaking English as a language skill is used to show that the people have superiority in mastering English or some people give a judgment about English competence based on speaking ability rather than from any other language skills. In other words, student language competence is considered successful if they can communicate effectively in that language.

However, the students face problems in practicing their speaking.For Ur (1996), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing

face. They are shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom to can create inhibitions and anxiety easily.

Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker &Westrup, 2003).

Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1991) suggests some reasons why students use mothertongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

Based on the phenomena above and the position of English as a language for international communication, the teaching of speaking skill has become increasingly important in the English as a Second or Foreign language (ESL/EFL) context. The teaching of speaking skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purposes. This is apparent in Richards and Renandya's (2002, p. 201) publication where they stated, "A large percentage of the world's language learners study English in order to develop proficiency in speaking".Moreover, students of second/foreign language education programs are considered successful if they can communicate effectively in the language (Riggenback & Lazaraton, 1991 in Fujiono: 2015). The new parameter used to determine success in second/foreign language education programs appear to revise the previously-held conviction that students' success or lack of success in ESL/EFL was judged by the accuracy of the language they produced. Thus, the great number of learners wanting to develop English speaking proficiency and the shift of criteria of learning success from accuracy to fluency and communicative effectiveness signify the teaching of ESL/EFL speaking (Cahyono&Widiati, 2011, p. 29 in Fujiono:2015).

Considering to the importance of English, the teacher must give more attention to the teaching and learning process in order that the students become to be able to communicate using the target language in oral and written forms accurately and fluently.

It needs to create teaching and learning process that can facilitate students to learn English easily. The process should be designed to make the students active and creative in order to create teaching and learning process is effective and pleasant. To improve the students' speaking skill, the teacher can choose the better techniques for example individual and group activities. Individual activities such as storytelling, describing things, and public speech are usually transactional, while group activities such as role-plays, paper presentation, debates, and small group/panel discussions are interaction (Cahyono&Widiati, 2011, p. 39 in Fujiono: 2015). And beside that the teacher can be able to control speaking class and using technology to invite the students feel motivated in speaking competence. But, realizing the high importance of speaking skill in English Foreign Language, it is very important to find and use the best instructional methods,

materials, activities, media, and other requirements that will help the learners to improve their speaking skill.

Therefore, the writers use mind mapping to improve the students' problem in speaking skill because mind-mapping techniques have many advantages, the main benefit is that you use both halves of the brain which makes it easier to remember. It is a creative process and a natural way to organize your thoughts. Most of pupils like it because it is not boring. It will also save time because pupil will memorize the subject material much faster so it take less time to teach it to them (Hofland, 2007, p. 30).

Mind-map, invented and copyrighted by Tony Buzan, is a technique of representing information in a visual way by demonstrating connections among key concepts and ideas (Buzan&Buzan, 1993, p. 93). Mind map is widely believed to ease the path towards successful communication of people around the world.

Mind mapping take all these elements into account (Buzan&Buzan, 1993, p. 93). It is proved by the use of curve lines, symbols, words, pictures, and colors in creating a mind mapping. Your brain is naturally attuned to beauty. So, the more beautiful your mind map is, the more you will create and remember from it (Buzan&Buzan 1993: 109). According to Buzan (2005:1), Mind Mapping is a very powerfull tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking. Mind Mapping is an important technique that improves the way to record information, supports, and enhances creative problem solving. By using Mind Maps, the people can see the way that pieces of information fit together, as well as recording the raw facts contained in normal notes. Mind Map encourages creative problem solving, as they hold infomation in a format that the students' mind finds easy to remember and quick to review. It is a good way to make the students understand more about the map that they will speak.

B. DEFINITION OF KEY TERM

1. According to Johnson and Morrow(1981:70),speaking which is popular with the term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.
2. Speaking is the process whereby people communicate their ideas, thought, and our feeling through the other form of language, (Nunan, 1999:226).Speaking also sounds practice, particularly in the early stage of learning language, it gives priority to the development of automatic speech habit. It means that speaking is a process how learners conduct their ideas using language as the result of learning development.
3. Speaking ability is described as the ability to express on self in life situation (Ricards, 1986:17), the ability to report act or situation in price word or the ability to converse or sequence of ideas fluently. In other words speaking ability means an expression of ability to deliver of sequences of ideas fluently.
4. Mind Mapping is a very powerfull tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking. Mind Mapping as a note taking taking technique can be used for almost any subject and done in any language, (Buzan, 2005:1). Mind Mapping is an important technique that improves the way to record information, supports, and enhances students' creative problem solving. It can be said that mind mapping is one of the essential or important technique to improve the student's creativity to solve problem , especialy to conduct communication speaking ability.
5. It is a visual tool that can be used to generate ideas, take notes, organize thinking, and develop concepts (Budd, 2003; Murley, 2007; Siriphanic & Laohawiriyano, 2010; Al-Jarf,2011).

6. Mind mapping is an effective method for generating ideas by association in the 1960s (Murley, 2007).

C. TECHNIQUE OF MAKING A MIND-MAP

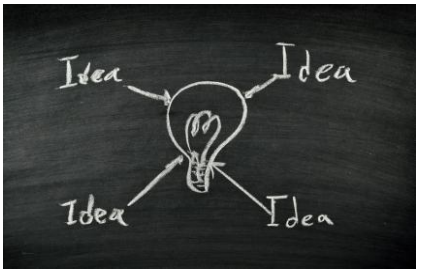
In creating a mind-map, we usually start in the middle of the page with the central theme or main idea. From that point, we work outward in all directions to create a growing diagram composed of keywords, phrases, concepts, facts and figures. Murley (2007) explains that mind-maps graphically show ideas in a relational context, with the main topic at the center of the map, major subtopics on branches radiating from the main topic, and sub-subtopics around each subtopic that can be created with paper and pens or with one of several computer applications. There are a number of software packages that can be used to create mind maps on a computer.

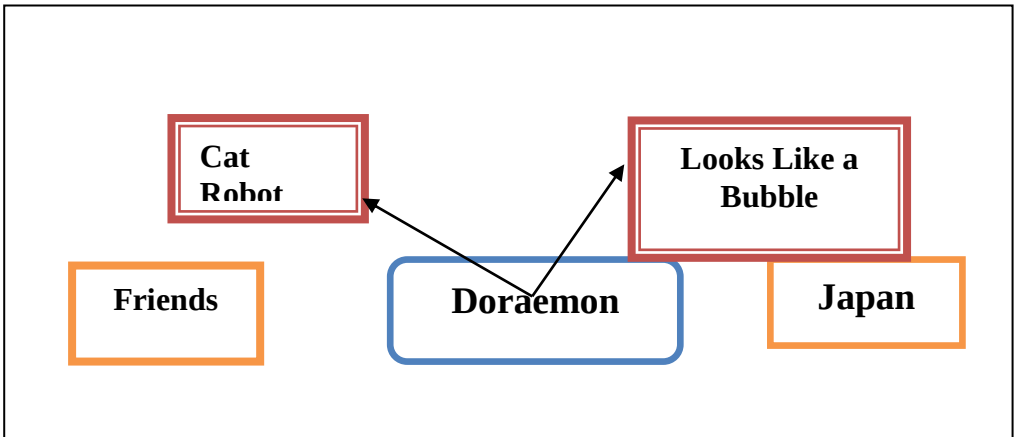
Making a paper-pen based mind map, it is recommended to use a large sheet of white blank paper and turn it lengthwise, that is, in a landscape orientation. We can use colourful pens. Pens that are used are in multiple colours and varying thicknesses (Murley, 2007).

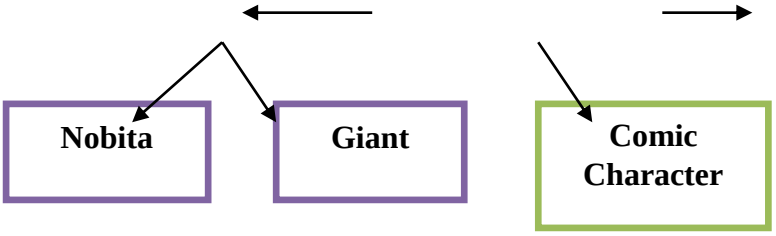
The following procedures are presented to describe how to make a paper-pen based mind map:

1. Place the central theme or main idea or controlling point in the center of the paper. We may find it easier to place our page on the side, in landscape orientation, which is easier for drawing purposes.
2. Use lines, arrows, branches and different colours as ways of showing the connection between the central theme or main idea. The relationships are important, as they may form our essay paragraphs.
3. Avoid creating an artistic masterpiece. We should draw quickly without major pauses or editing. It is important in the initial stages of mind mapping to consider every possibility of ideas, even those we may not use.
4. Choose different colours to symbolize different things. The method is entirely up to us, but try to remain consistent so that we can better reflect on our mind map at a later stage.
5. Leave some space on our page. The reason for this is that we can continue to add to our diagram over a period of time. If A4 sized paper is small, we may like to use A3.

D. SAMPLES OF MIND-MAPS







E. USING MIND-MAPPING IN AN EFL SPEAKING LESSON.

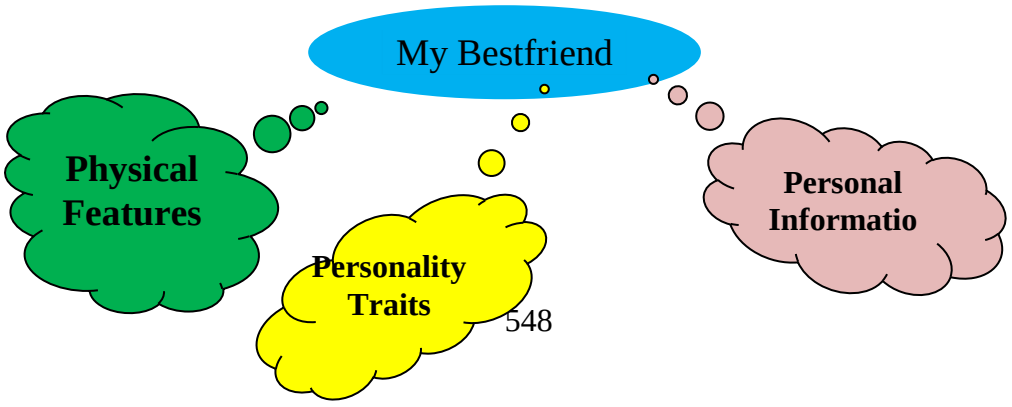
Let's take an example of how to describe people where ateacher wants to discuss the physical features, personality traits and other personal informations and more specifically the following three points:

- Introducewho wants to describe
- Talk about the person

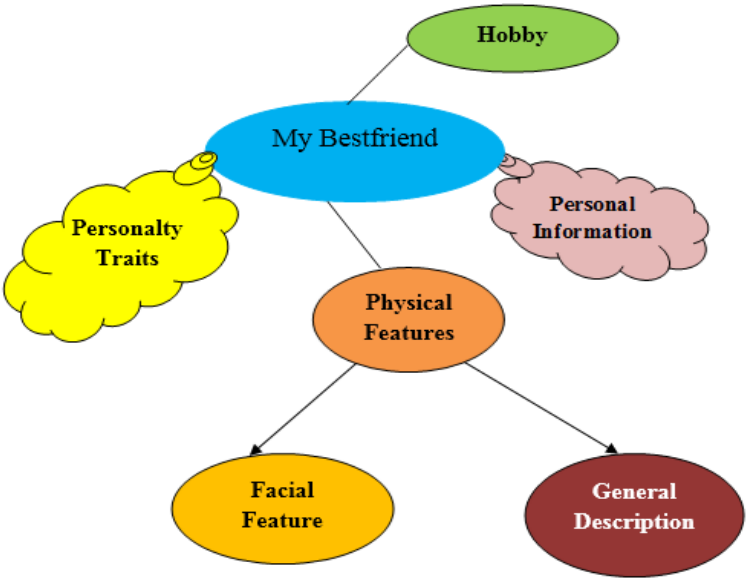
The two points above are the learning objectives which the students are expected to able to at the end of the lesson. It can be clearly seen that enhancing certain vocabulary and improving the students' speaking skills are emphasized in the lesson. The learning and teaching process is conducted through some steps as illustrated below. Additionally, the guidance pictures in making the mind-map step-by-step are also presented. No images and colours are used in the mind-map, yet it is still able to visualize information and organize ideas, as can be seen below:

First, start by putting down the word 'My Bestfriend' in the center of the writing space, like this:

Next, ask the class what comes to their mind when they think of his/her best friend. When doing this stage, the students can come up with words in other languages (it is highly recommended that the teacher always encourages the students to speak up in the target language, English). Subsequently, the teacher helps them by putting down the correct word in English. As the students come up with words, the teacher starts drawing out the mind-map branches like this :



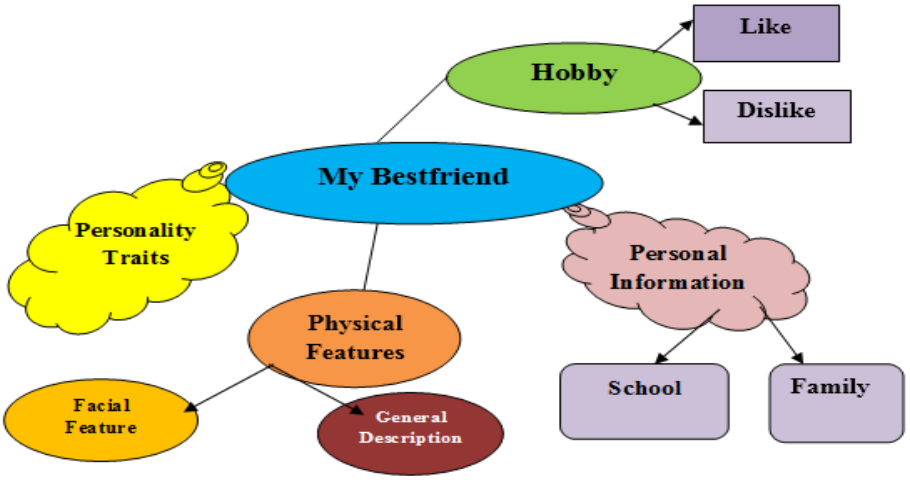
Then, after the branches of the mind-map are drawn, the students now have the physical features, personality traits and other personal information on the partly-finished mind-map. The teacher can take the conversation forward by asking pointed questions personal information. For example, "What personal information of the person do you want to describe?" Once the teacher gets the answers to the question, the teacher notes down all the words in the corresponding branch of the mind- map like this :



Then, the class now has an almost complete mind-map of the bestfriend. After that, to take the class to the next, related vocabulary, the teacher asks them questions about what each of them does in a particular points.

It gives us the flexibility to spontaneously change tracks while the class is in progress without losing focus the subject. So, for example here, the teacher could talk about activities linked to the person depending on what the mood of the class is and what the students are more interested in talking about.

In this stage, the class now has a complete mind-map that covers the three questions that the teacher sets out to cover at the start of the class. And it looks like this:



F. Positive values of mind-mapping in the EFL classroom

Mind-mapping is a good technique for brainstorming because ideas can be captured as they are suggested, without worrying about where they fit in a hierarchy. Once all the ideas have been captured, they can be grouped and prioritized. Mind-maps offer more convenient advantages. Murley (2007) explain that the radiating design of a mind-map keeps the main topic or idea central, with all its major subtopics close to it. Similarly, sub-subtopics stay close to their topics. This arrangement keeps the big picture in focus and makes relationships and connections easier to see.

Then, because mind-mapping welcomes more flexibility than outlining does, students' creativity is subsequently encouraged. Memory retention is enhanced as mind-mapping allows displaying all related topics on the same mind-map, with emphasis and connections indicated by images, symbols, and colours. Not only does it trigger students' creativity, but also attract students' attention. The benefits of mind mapping include providing the students with a more attractive and enjoyable format for their eye or brain to look at, muse over, and remember.

Additionally, Murley (2007) notes that it is easy to understand the "maps" drawn on mind-maps. This benefits the students as it saves time and increases productivity. Different learning styles in EFL classrooms can also be accommodated. Mind-maps are especially helpful for strong visual learners who absorb information better when it is presented via diagrams and similar visual aids than through written text.

Mind-maps also help students see connections between prior knowledge and new information, which helps them transfer what they learn and apply it to new situations. When faced with writing tasks, compared to traditional writing instruction that depends on the textbook only, mind-mapping technique proves to be a powerful tool for improving students' ability to generate, visualize and organize ideas (Al-Jarf, 2009).

Moreover, Al-Jarf (2011) points out that mind-mapping is used to enhance learning. Visual learners find it useful as an illustrative tool that assists with managing thought, directing learning, and making connections**.** Al-Jarf (2011) also adds that mind-mapping enables students to better organize, prioritize, and integrate material presented in a course.

From the discussion above, it is clear that mind-mapping can be an effective technique for empower the both sides of the human brain to foster studying, problem solving, critical thinking and memory recall.

G. CONCLUSION

The writers hope that this paper provides some clear insights that mind-mapping is a technique that offers many possibilities for teachers of English as a foreign language, that it can be used to support various language learning activities and that it is recommended as a way to deliver meaningful learning for students (Buzan in Budd, 2003).

A mind map involves writing down a central theme and thinking of new and related ideas which radiate out from the center. By focusing on key ideas written down in our own words and looking for connections between them, we can map knowledge in a way that will help us to better understand and retain information. They can use the information in mind mapping to make the flow of ideas to speak in good sequence.

Overall, in the writers' opinion, the best thing about mind-mapping is that is so simple to make that it is worth being given a try and also in writing mind mapping do not need to fill the color in the box, it's spend much time to do that.

H. RECOMMENDATION

Based on the above discussion, it is recommended that regarding classroom practice, teacher can introduce the mind mapping technique. The writers think that it might be useful to ask the students to brainstorm ideas for topics of their choice. This can make the concept of this strategy more meaningful for the students.

Additionally, any teachers who introduce mind-mapping technique in their classrooms should, as a matter of urgency, be aware of the awkward situation experienced by the students when first making a mind-map in which many images, symbols, and colours are often used. The teachers, therefore, should give sufficient time and guidance for the students to practice making it regularly. As a result, the integration of mind-mapping technique in the EFL speaking class will not become a haunting specter that hinders the students' improvement in the English teaching and learning.

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Language Games for Students of English Micro Teaching Class State Islamic University, Syarif Hidayatullah Jakarta 2015 Faculty of Tarbiyah and Teachers' Training

The Depertment of English Education
ratna@uinjkt.ac.id

ABSTRACT

Micro Teaching course is a subject to teach skills that are served to the students at the 7th semester as a preparation for PPKT subject. In this course students are expected to be prospective (future) teachers who have the attitude, knowledge and skills in teaching. This is necessary because the students who will be their students have different characteristics in attitude, the acquisition of knowledge, as well as in terms of language skills they already have. So that students do not have trouble later during teaching practice at the schools where they will be teaching , should be equipped by basic skills of teaching consists of skills ; induction and closing , explaining, questioning, giving reward, managing large and small groups discussion, managing/setting class, and so forth. In addition to these skills there are other things that are important to be owned by a practice student, that is student skills in the opening activity. It is associated with catching students' interest and enthusiasm for learning. One way of encouraging students in early learning is to provide language games. Because the trigger language games students have happiness and pleasure and comfort in the study. In the language games also trained students to increase confidence and cooperation among them. This activity also trains students to freely because in a game they do not feel scared and shy and not less important is to reduce or denied claims that learning English is difficult. Furthermore that the advantages of language games can also overcome the boredom of the routine exercises and encourage language learning because the game is able to create a fun and relax atmosphere , but still in a learning situation. It is Expected by giving the language game practice by practice student , prospective students have high motivation to learn English, have fun and help students develop a number of other specialized language skills.

Key Words: Micro Teaching Class, Games, Language games

INTRODUCTION

Motivation is one of the indispensable factor in any learning process due to the motivation of teaching and learning in the classroom will make a fun learning experience. Motivation is not only required student elementary school , junior high school students (SMP) , a high school student , but also very necessary possessed by students who are studying at the college level . With the motivation of the learning objectives will be easily achieved . However what ways to grow and increase motivation to learn ? One way is to provide language games . By providing a language game to the students will be able to help increase the passion and desire of students to study harder .

Proposed learning in this paper is the study of English in Micro teaching subject. Micro teaching course is a course that is given to the 7th semester students, who in the previous semester have taken courses such as Lesson Planning, Language Testing, and others, as a prerequisite courses. As subjects of expertise, courses of Micro Teaching role in educating students can practice learning before they go directly to practice teaching in schools that have been determined (PPKT) . As we have known that in this course students learn to practice teaching in small groups. Teach a student to perform in front of their friends who act as

students. In the teaching process they are practicing some basic components of teaching skills. Among these skills are the skills of the opening and closing of learning, explaining, asking, manage the classes, managing small group discussions, managing a large group discussions, and using instructional media, study to give awards to the students, and so forth

As one of the basic components of teaching skills, begin the learning and teaching process is an initial process of getting students into the learning material by inspiring students want to learn, enjoy learning, and interested in learning. It requires an act as an encouragement to motivate students to learn by happy feeling . One way is to provide language games. These language game is not only beneficial for students who will be taught by the students soon after they complete the micro teaching courses, but also very useful for the students themselves in the learning process of Micro teaching. Due to habituation using this language games will make micro teaching class into a class that is not boring or monotonous; practice, giving feedback, practice, feedback only, but they really do experience for themselves how to make students enjoy learning with students who experience themselves as teachers gave them language games as a tool to increase their motivation to learn English.

DISCUSSION

1. Concept of Micro Teaching

Micro teaching is teaching practice in small groups . Or in other words, micro teaching is teaching practice in a small scope . As stated by Mc.Knight (1979) that the micro teaching has been Described as a scaled down teaching encounter designed to develop new skills and refine old ones. Furthermore Mc.Laughlin & Moulton defines micro teaching as performance training method is designed to isolate the component part of the teaching process, so that the trainees can master each component one by one in a simplified teaching situation .

From the above opinion can be defined that micro teaching is a method of teaching exercises that apply basic components of teaching in the learning process carried out by students as prospective teachers and other students acting or playing the role of a student . This activity lasted for 20 minutes to 25 minutes (some 15 minutes to 20 minutes) followed by the provision of positive and negative comments about the advantages(positive) and disadvantages (weaknesses) of participants about what has just been done and giving feedback by lecturer and students . This activity can also be done with a video recording of the execution of micro teaching . So it can be recycled back if you want to see real implementation that has been done . It can directly evaluate learning activities that have been implemented . Where is the shortcomings and advantages of each class participant micro teaching,

The components of the Basic skills in the learning process of micro teaching class are opening and closing skills of lesson , manage class , provide reinforcement , guiding small groups , ask questions , explain the lesson , as well as holding variations . Each of these components is not given separately but interrelated and continuous . In line with the objectives of the micro teaching subjects itself which gives a real experience and practice basic skills teaching and developing the teaching skills of students before they go directly spaciousness in the teaching practice in some schools.

A teacher or prospective teacher both begin learning course does not directly to the material to be taught , but first explore the readiness of students who will learn . One way is by giving her the motivation so that students enjoy learning and feel comfortable . Motivating by providing language games .

2. Cconcept of Language Game

Each child when invited to play would be very happy . Because the game according to Sugiarsih (2010 : 207) is a tool for children to explore the world , of what has not been

recognized until the thing known , of which can not be done to be able to do . So it can be said that play is an activity that is very important for children to recognize their environment . Because the game is able to get rid of boredom as proposed by John M. Stephens in Subana and Sunarti (2009 : 206-207) state that continuously without variation is not exciting. For that play is very important in supporting the learning process because the games provide a challenge to solve problems , generate cooperative and competitive spirit healthy , help students who are less motivated to become an active part , and to encourage teachers to be more creative .

Language game according to Lee (1980 : 70) in his book " Language Teaching Games and Contest " is a game that is used to learn the language so that students feel happy and able to enjoy the lessons that are being given , so unconsciously motivated to enrich vocabulary . Furthermore, Guy Cook define the language game as a code language that comes from a small set of rules of the language used in everyday life in a particular society . From the definition it can be concluded that the language game is a game that is used by the teacher in a language that had been prepared by the teacher in the classroom language to make students excited to learn , giving rise to a strong motivation to learn , pleasure in learning , and can eliminate boredom in study.

3. Advantages of Giving Language Game

The purpose of an activity is beneficial for anyone who did and got treatment. The point is that teachers provide language game also was pleased with the activities carried out so students are treated using language games will be pleased to experience a fun learning through the game. There are some benefit from the provision of language games to the students. Among them are summarized from the experts are: (1) the nature of the pleasant effects that are not realized by the students of these activities were used to entice students to learn more excited, Dobson (1970: 295). (2) can overcome the tired and bored with routine exercises they always do every day, Hurwitz and Goddard (1996: 17). (3) reducing little by little shame and fear to use English because they are free to be creative with their own creation and the language game into a process of establishing a good relationship and fun between teachers and students, Larbacal (1992: 28).

From the above it can be described that games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally quite competitive. In order for them to take part they must be able to understand and communicate in the target language. Games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful.

Huyen (2003) identifies the advantages of using games to learn vocabulary in the classroom: a) Games add relaxation and fun, so the learners retain words more easily. b) Games involve friendly competition, so it keeps learners interested and motivated. c) Vocabulary games bring real world context to the classroom. Mei (2000) emphasizes similar points by saying that it encourages active learning, as well as collaboration and interactivity. Interactive learning techniques also hold memory, performance and social benefits. According to I-Jung (2005) the benefits of using games in language-learning include that games are learner centered, encourages creative and spontaneous use of language and foster participatory attitudes of the learners. Kim (1995) states more general advantages of using games in the classroom:

a. Games are a welcome break from the usual routine of the language class.
b. They are motivating and challenging.
c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

d. Games provide language practice in the various skills- speaking, writing, listening and reading.
e. They encourage students to interact and communicate.
f. They create a meaningful context for language use.

From the statements above we can say that the process of learning a language is look like learning one's mother tongue. They do not realize that they are learning a language. Students learn through experimenting, discovering and interacting with their environment. Students need variation to increase their motivation. By using games students already have a context in which the use of the target language is immediately useful. This learning situation is similar to how mother tongue speakers would learn without being aware they are studying.

4. Kinds of Language Game

Some kind of games of language that can be used in order to motivate students to learn English are like opinions expressed by the Betteridge (1994 : 8-13) in his book entitled " Games for Language Learning " . (1) Game image , (2) Games psychology , (3) legerdemain , (4) Games with attention and pembagaian , (5) Games with card and board , (6) Games with sound , (7) The game story , (8) the game says , (9) Games totally wrong , (10) games with memory , (11) Games FAQ , (12) Games puzzle , (13) Games with miscellaneous , (14) Games to summarize.

While Lewis and Bedson (1999 : 5) mentions many kinds of language games such as the following : (1) movement game , (2) Card Games , (3) board game , (4) dice game , (5) drawing game , (6) guessing game , (7) role playing , (8) song game . Furthermore, classifying Chamberlin language games into 6 groups. (1) game phonetics , (2) the game spelling , (3) games syllables , (4) the game vocabulary , (5) the game of making sentences , and to (6) games for creativity and free expression .

NF Maskey in Subana language divides games into four types , namely : (1) listening to the game that is whispered chain and find objects . (2) the game talk , namely : point call , the game Kim , take - uptake , you guess, guessing games , and games fabricate orally. (3) read the game are: game recognize and game understanding. (4) game writing are: a flat cross , bingo category , and Spelling Bee . Moreover Gaudart (1999) states that there are four types of games that can be used in the process of learning English language, they are: card games, board games, simulation games, and party-type games.

5. How to Use Language Game

Accoding to Uberman (1998) the following are the ways to use the language games

1. Choose suitable games (depending on the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings).
2. The way students perceive a game depends on the actual design and implementation of the game.
3. Give clear instructions, give clear rules and give clear time limits.
4. Rather demonstrate than explain.
5. There must be a clear purpose and achievable goals.
6. Clear objectives and goals must match the difficulty level of the game and ability level of the students.
7. Ensure that shy or quiet students are not alienated and have an opportunity to take part.
8. Debriefing, or the evaluation of results/ events in the game, is crucial to the game's success.
9. It must still be fun, but still help the students to learn.

The effects of the above ways for the students are very important. Games lower anxiety levels, are entertaining, educational and give students reason to use the target language. It is a natural way of learning and exposes students to real learning opportunities. "Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

Based on the various types of games and the ways how to use the language games according to experts above it can be concluded that we should be able to choose exactly what games we can apply in the classroom each in accordance with the language skills that are being taught , learning or material we will teach students, the level of student ability , as well as how to teach learning students who are filled with color or differences . We can imagine how varied and interestingly the learning process in the classroom every day when the teacher gives the game that is attractive and varied in each learning . May need to sacrifice a little bit of time to choose games that are suitable for our students and prepare in such a way . If it is implemented properly hopefully whatever we want controlled subsidiary of the language will definitely be achieved . Because students do not consider that learning a foreign language , especially English was difficult as the opinion that has developed over the years.

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COMPILING METHODS USED IN TEACHING ENGLISH SUBJECT AT SENIOR HIGH SCHOLLS IN ROKAN HULU REGENCY

Rivi Antoni
Program Studi Pendidikan Bahasa Inggris FKIP, Universitas Pasir Pengaraian
antoni.rivi888@gmail.com

ABSTRACT

This Research entitled compiling methods used in teaching English subject at Senior High Schools in Rokan Hulu regency. A method is a series of steps or procedures that might be practiced by an English teacher in his/her teaching activity. This research is a qualitative research. All data were collected from all English teachers at Tambusai Utara in Rokan Hulu. The instruments used in gaining the data were questionnaires, Interview, field note and Documentation such as syllabus and lesson plan. In analyzing the data gained, the researchers did the following steps, namely; Collecting, classifying, reading, analyzing, interpreting and get the conclusion based on the guidance proposed by experts of teaching English as a foreign language such as Celce-Murcia Marianne and others. From the data gained, it can be concluded the teachers applied about 59 methods, techniques or strategies in their teaching activities of English subject. Second, it was found that some teachers applied the same methods, techniques or strategies in their teaching activities in the different skills. It happened to the teachers taught at the same schools and other schools in Tambusai Utara. Third, it was also found that English teachers in Tambusai Utara faced some problems in teaching English. The problems might come from the students, regarding with their motivation, Schools system and Rules and missing of societies' attention on education.

Keywords: Method, Techniques, Strategies and Teaching English

1. INTRODUCTION

English has been considered as the first foreign language in Indonesia. The teaching of English as foreign language is expected to meet the demand to master all the four language skills: listening, speaking, reading, and writing (Cahyono and Widiati, 2011:15). In relation to that, the teaching of English has been being carried out in almost level of schools, starting in basic primary school until secondary school. It is an elective subject in Elementary school and a compulsory subject to be taught in Junior High School and Senior High School (Hamdan and Mattarima, 2011).

There had been no research served information of how the teaching of English is done in senior high school yet. Thus, this research would be the first research about teaching methods in senior high schools that was done qualitatively and would give information related to the teaching of English in senior high school in Indonesia, especially in Tambusai Utara Rokan Hulu.

Related to that issue, researcher investigated the teaching methods used by EFL teachers in Public Senior High Schools. The study focused on teachers who teach in Grade X which the students have to adapt themselves with the new situation of Senior High School atmosphere, face different need of learning language. Therefore, teachers teaching in Grade X have to think carefully the teaching

Considering the difference of specification that the public Senior high schools have, teachers may adopt distinctive methods to meet their specific goals. They are required to be innovative and creative in methods used because this very much affects the quality of the output.

Regarding to this matter, the researcher attempted to investigate the teaching Methods used by EFL, whether the teaching Methods implemented similar or different and what the problems encountered by the teachers are.

The Importance of Methods in Teaching

A method is defined as a set of procedures in learning, thinking, teaching, etc. that is used as a way to achieve a certain goal (Veevers, 2007). Deciding which teaching method used that should be applied in the class involves a thoughtful design and planning (Orlich, et al., 2010). In teaching, teacher is faced with a group of different individuals that come from different backgrounds and the goal of teaching itself is to bring those differences together into the learning (Silver, Harvey F., Richard W. Strong, and Mathew J. Perini, 2007). Therefore, teacher should consider the goal/s that she wants the students to reach. Decision of which approach and method that will be used as the basis for using a certain strategy is also important (Carment, 2007).

Nowadays, EFL teachers are required to have the knowledge and skills of various teaching methods. There have been long lists of approaches, methods, techniques and strategies in EFL pedagogy that are developed to facilitate English language learners. All of them sometimes are modified from the classical ones or breakthrough. Celce-Murcia (2004) explains types of strategies that are commonly used in the four language skills. Furthermore, Herrel and Jordan (2004) have listed fifty strategies that can be used for teaching English as a foreign language.

Richards (2006) shares that one goal of CLT is to develop fluency in language use. According to Nunan (1988), a strong point of CLT is that language ability should be developed through stimulating activity toward the target language performance. Nunan (1988) further asserts that teaching and learning should be developed through activities that require learners to act in the classroom as they would outside. Current communicative language teaching, according to Richards (2006), can be defined as a set of principles driving language goals. By the same token, how learners learn a language, what types of

classroom activities that best facilitate learning, and what are teachers' roles in the classroom are also characteristics of communicative language teaching. Richards (2006) provides an example of current CLT classroom activity: a teacher acts as a facilitator who provides opportunities for students to use and practice the language through collaboration and activities such as problem solving, information sharing, and role-play.

The previous research done by Inayah (2012) entitles "EFL Teachers' strategy in Public Vocational Schools in Singaraja", she concluded her research by summarizing some findings as in the following:

1. EFL teachers in Singaraja had implemented various strategies to facilitate the students in achieving the learning objectives. The implementation of the strategies was varied based on the indicators and in which part of the lesson sections they were implemented.
2. There were strategies which were similar from one school to the others. However, there were differences found in the focused of the skills and also the procedures in applying the strategies. The difference of the number of strategies implemented was due to the students' level and teachers' experiences.
3. There were three factors faced in implementing strategies, the students level, lack of motivation. It includes teacher's lack of motivation to teach and teacher's personality. The last is the limitation of the facility.

2. RESEARCH METHOD

This research is designed as a qualitative research. The point of this research project is investigate what teaching methods are used by English teachers at Senior High Schools in Tambusai Utara Rokan Hulu Regency, they are the same or not and what problems are encountered. The purposive sampling was used as the resources to get the data. They were from all English teachers who taught at class X. The Data of this research was collected by using some instruments such as questionnaires Interview, Field note and Documentation taken from Syllabus and lesson plan had by the English Teachers. In analyzing the data gained, the writer used the following these steps, namely; Collecting, Classifying, Reading, Analyzing and Interpreting. In analyzing the data, it followed the guidance from teaching methods/strategies EFL proposed by language experts.

3. FINDING AND DISCUSSION

a. Teaching methods

NO	ENGLISH SKILLS	METHOD, TECHNIQUE & STRATEGIES
A	**LISTENING**	
1		Interactive Classroom Listening Performance
2		Triads strategy
3		Interactive Audio
4		Song
5		TALS
6		Integrating Metacognitive Strategy
7		TQLR; Turn in, question, Listen and Review
8		Listening and answering
9		Listening and repeating
B	**SPEAKING**	
1		Jigsaw

2		Audio Language
3		Group Discussion
4		Information Gap Activities
5		Role Plays
6		Crazy Story Game
7		Cooperative Activities
8		Creative Task
9		Drilling
10		Problem Solving
11		Numbered Heads Together
12		Fan Reading Quiz game
13		Modeled talk
14		Multimedia presentations
15		Part-centered
16		Partner work
17		Peer Tutoring
18		Talk show
19		Scripting
20		Communication Games
21		Total Physical Response
C	**READING**	
1		3-2-1 and hot seat strategies
2		SQ4R
3		K-W-L
4		PORPE
5		Paired Reading
6		Choral Reading
7		PQRST; Preview, question. Read, Summarize, Test
8		CSR; Collaborative Strategic Reading
9		Speed Reading
10		Herringbone
11		Collaborative Reading
12		Vocabulary processing
13		Sorting activities
14		Scaffolding
15		Cloze
D	**WRITING**	
1		Realia strategies
2		Mind mapping
3		Attribute charting
4		Note Taking
5		TPS; Think, Pair and Share
6		Clustering
7		Jigsaw
8		Emotive Writing Tasks
9		Guided Writing
10		Imaging

11		Practical Writing Tasks
12		Predictable Routines and Signals
13		Task listening
14		Visual scaffolding

From the data gained, the researcher could the following analysis.

a. Teaching Methods

There were 59 teaching methods/ techniques or strategies used by the teachers at Senior High Schools in Rokun Hulu regency. When the researcher classified the methods/ techniques or strategies applied by the teachers, it could be summarized that the communicative approaches have become the focus of educators there. It focuses more on the students' activities than teacher's center In the listening skill, there were 9 methods/ techniques or strategies.. In the other words, as it is listed from the table 1, Interactive participation and integrated activities cause the learning and teaching process becoming more interesting. It also represents the bigger chances for the students to be active in the classroom instruction.

In the speaking skill, English teachers have applied around 21 methods/ techniques or strategies in the classroom. It seems that in teaching speaking skill, the teachers have more alternative methods/ techniques or strategies to apply. The changes of views on the knowledge of education especially in teaching have improved the teachers' way in transferring knowledge from traditional to the communicative approach. It was also found than there were 15 methods/ techniques or strategies for reading skill and 14 methods/ techniques or strategies for writing skill.

b. The Similarities and differences methods applied in teaching

There were 4 schools as the places where the samples of this research are teaching; Senior High School 1 Tambusai Utara, Senior High School 2 Tambusai Utara, Senior High School 3 Tambusai Utara and Senior High School 4 Tambusai Utara. All the schools are public schools. From the responds given by the samples, the researcher found that some methods/ techniques or strategies were similarly applied by the teachers. However, there were some methods/ techniques or strategies which were not applied by the teachers from different schools.

c. The problems encountered in teaching

The researcher can describe various description and explanation given by the teachers related to the problems encountered in teaching English. Shortly, the problems could be summarized as follows :

1. Low of students' motivation

The teachers explained that some facts can be proved how the students' motivation level is. Some students come to the class with bad preparation, for example they do not bring their guidance books, do not complete their project, and are not active in the classroom. It seems that they are forced to join the class. Furthermore, they have limited knowledge about English. As the researcher got the data that students there come from various educational background, they enter the school with low English skills. Students 'background have an effects to their learning progress at this level. Some students have graduated from public and private schools which previously served them with limited facilities and media of teaching and learning. It was difficult to the teachers to invite their

students to love and master English well. They have a classic reason that English is a difficult subject to learn. Learning English is only a routine / daily activity that could not be avoided, it is not as their future needs. At last, the teachers should have much attention to complete the syllabus and curriculum than get the students has good skill in English.

2. Limited supports from Schools environment
   The other problem appearing in teaching English is about the availability of facilities and media to support the teaching and learning process. As the teachers respond to the interview, they do not have representative English laboratory for practice and they do not have access to join with some programs such as debate, contests, game and English clubs. All the schools here are far from the city. In the other words for them to get access out of the area of the districts.
3. Missing of Societies responsibilities
   Today, it is difficult to have good attention from our society. People in the community do not have more attention the education anymore. It seems that education is only the duties of educational institution.

4. CONCLUSION

Describing and analyzing the data gained from this research, the researchers can conclude this research as follows;

1. Teachers applied about 59 methods, techniques or strategies in their teaching activities.
2. There are some Similarities and differences methods applied in teaching among the senior high schools in Rokan Hulu regency.
3. The problems encountered in teaching English are regarded to students motivation, Scholl system and rules and missing of the societies/communities attention.

The researcher also gained some suggestion for this research :

1. Further, it is interesting to compile completely how the 59 methods are applied.
2. There should be more attention to solve the real problems face by the teachers in Senior High Schools level in Rokan Hulu, from community, and government locally or nationally.

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JUNIOR HIGH SCHOOL STUDENTS' LEARNING STYLES IN LEARNING ENGLISH

Hustarna and Masbirorotni
Universitas Jambi
arna_unja@yahoo.com and ekarotni@yahoo.com

ABSTRACT

The success of English teaching and learning process depends on many things. One of them is the compatibility of teaching method, teaching and learning process, and the characteristics of the students. One of the students' characteristics is learning styles when learning English. This study aims at investigating learning styles of students at SMPN 3 and SMPN 13 in Jambi city. This study employs descriptive and quantitative research design, using a questionnaire as the instrument. The result of the study shows that of the sixth learning styles, the learning styles mostly used by the students are kinesthetic, tactile, and learning in group. Besides, the students appear to exhibit multiple minor learning styles.

Keywords: Junior high school students, English learning, learning style

1. INTRODUCTION

1.1. Background

In the Indonesian education curriculum English is one of compulsory subjects that must be learnt by all high schools students and university students. Besides being a compulsory subject, English is also a subject which is included in the national examination. The status of English as a compulsory subject is because considering that it is an international language that must be mastered by all students in this globalization era. All students are expected to be able to master English to help them cope with the need of the global world.

However, even though the students have learnt English for years at school and university, the objective of the teaching and learning English process is still often not achieved well. There are many factors that contribute to the failure of the teaching and learning English process. One of them might be because of the incompatibility of teaching method with students' learning style. Therefore, knowing the students' learning styles is important.

Every student might have different styles in learning English. The difference can be caused by different characteristics of each individual. This is in line what has been stated by Gagner (1985) that every human was born with his/her own learning style. Some students like to learn individually (*Intrapersonal*), and some others like to learn in groups (*Interpersonal)*. On the other hand, there are also students who like to learn using visual media, some others like to use audio media, and there are also some students who like to study kinesthetically.

The compatibility of teachers' teaching style and students' learning style is one of factors that can influence the success of teachers in teaching and the success of students in learning English. Hence, the researchers think that it is important to conduct a research aimed to find out students' learning style in learning English. Specifically this research was

conducted to find out English learning styles used by junior high school students in Danau Teluk and Pelayangan districts in Jambi city.

1.2. Definition of Learning Style

There are many definitions of learning style. According to Fleming and Mills (1992), learning style is students' preference to adapt certain strategy during learning as means of their responsibility to get appropriate learning approach accordingly with learning needs in the classroom/school or with the needs of the certain course. Drummond (1998:186) defines the learning style as an individual's preferred mode and desired conditions of learning. Willing (1988) defines learning style as the preferred student's habit in learning. While Keefe (1979) sees learning styles as someone's views in accepting, interacting, and looking at the environment. In addition, Dunn and Griggs (1988) view learning style as one's biological character. Finally Oxford (2001:359) cited in Ardi (2007) states that learning style is approaches used by students in learning new language or learn other subjects at school.

1.3 Learning Style Models

Some researchers have constructed various learning style models and instruments to assess individuals' learning style. David Kolb's Learning Style model categorizes four types of students: divergers, assimilators, convergers and accommodators (Kolb, 1984). His instrument and approach focus primarily on adult students.

Dunn and Dunn Learning Style Model proposed by Rita and Dunn (1989) is one of learning style model commonly used. They observed how students respon the lessons by using different teaching instruments. Rita and Dunn stated "if children cannot learn the way we teach them than we must teach them the way they learn". This means that a teacher should know the learning style used by students when they are studying. In other words, in order to be able to maximize the process and result of teaching and learning at school teachers' teaching style should be compatible with students' learning style.

Dunn and Dunn Learning Style Model focus on five domains i.e. environmental, emotional, sociological, physiological and psychological. Another expert, Reid, (1995), also has developed learning style model based on how students learn by using their perception i.e. visual, auditory, and khinestetics, and also, two social aspects of learning, i.e. in group and individual. In this research, the researcher adapted Reid's Perceptual Learning Style Preference Model to identify students' learning style prefereces in learning English as a foreign language.

1.4 Perceptual Learning Style Preference Model

Reid (1995) has developed learning style model and instrument called Perceptual Learning Style Preference Questionnaire (PLSPQ) particularly for learners of foreign languages based on how students learn best using their perceptions: visual, auditory and kinesthetic preferences and also two social aspects of learning: group and individual preferences.

1. Perceptual Learning Styles

a.Visual : Visual students like to read and obtain information from visual stimulation. These learners prefer using pictures, imageries, and spatial perceptions.

b.Auditory : Auditory students are comfortable without visual input and learn from unembellished lectures, conversations, and oral directions.

c. Kinesthetic: Kinesthetic students like lots of hands on movement and enjoy working. They favor using body, hands, and tactile sense.

2. Social Learning Styles

a. Group (interpersonal): They favor learning in groups or with other people.

b. Individual (intrapersonal): They prefer working alone and being a self reader.

Reid (1995) also classified learning styles as Major, Minor or Negligible. Major is a preferred leaning style, Minor is one in which students can still function it well, and Negligible is a learning style in which a learner find difficulties in learning.

2. RESEARCH METHOD

2.1 Method of Research

This is descriptive research with survey design. In descriptive research, it includes data collection to test the hypotheses or to answer questions related to the subject of the research (Gay, 1992:13). In this research, the researchers described learning style preferences of the students of junior high schoosl in learning English.

2.2 Time and Location

This research was conducted at SMPN 3 and SMP N 13 Jambi. Both schools are located at Sebrang City of Jambi. SMP N 3 Jambi is located at Danau Teluk and SMP N 13 Jambi is located at Pelayangan. This research was conducted for four (4) months, from May to August 2014.

3.4 Population and Sample

The population in this research was all of second graders of SMPN 3 and SMPN 13 in Jambi city. In this research, the researcher took all the population as the sample. In other words, this research used total sampling technique.

3.5 Data Collection Procedure

This was a survey research by using questionnaire as the instrument. The questionnaire was adapted from Perceptual Learning Style Preference Questionnaire (PLSPQ) developed by Joy Reid (1987). This questionnaire subjected to the students who are learning foreign languages. The questionnaire consisted of 30 statements. The participants filled the questionnaire relating to their learning styles when they are learning English. The statements use 5-point scale of Likert Scale i.e. Strongly agree (5), agree (4), Neutral (3), Disagree (2), Strongly Disagree(1).

Table 1. Specification of the questionnaire

Learning Style	Items' number
Visual	6, 10, 12, 24, 29
Auditory	1, 7, 9, 17, 20
Individual	13, 18, 27, 28, 30
Group	3, 4, 5, 21, 23
Tactile	11, 14, 16, 22, 25
Kinesthetic	2, 8, 15, 19, 26

Based on the reliability test, which has been carried out on August, 2014 to particiants who did not belong to the real sample of the research, the reliability score of the questionnaire was 0,777. Based on the result, it can be said that the instrument was reliable to be used as the instrument for this research.

3.6 Data Analysis

The researchers analyzed the data obtained from the questionnaire by calculating the whole scores of the questionnaire. When the numerical value was assigned to the corresponding learning style, the numbers were added to obtain a total score and then it was multiplied by 2 to determine the major, minor or negligible learning styles. After that, all the results were analyzed by categorizing them into kinds of learning style preferences proposed by Reid (1995).

3. FINDING AND DISCUSSION

3.1. Findings

Based on the analysis of the data, the researchers found out some English learning styles used by students of SMPN 3 in Danau Teluk district and SMPN 13 in Pelayangan district. The learning styles are divided into some categories as shown in the following table.

Table : 1 of English learning styles used by students at SMP N 3 dan SMP N 13 Jambi city

Learning Style	Avarage
Visual	28,38 (minor)
Individual	35.96 (minor)
Auditory	36.88 (minor)
Group	37.92 (major)
Tactile	38.74 (major)
Kinesthetic	40.5 (major)

Based on the table above, it can seen that the learning style mosly used by the participants in this research is kinesthetics. The average score for this learning style preference is 40.5. Most of the participants in this research prefer learning by doing practice, and/ or experiments in the classrooms, participating in role plays, and making something for English assignment. Besides that, other learning style preferences that also used by many participants in this research are tactile and learning in group. The scores for these preferences are 38.74 and 37.92 respectively.

Other learning style preferences, although not really preferred, are still used by some of the participants. They are visual, auditory, and individual learning styles. From the table above, it can be seen that there is no learning style considered difficult or negligible to be used by the participants. All learning styles in the table are possible for the participants to use in learning English.

In the table, it can be seen that the score of visual learning style is lower than other scores of learning styles. Even though the visual learning style is not categorized as **negligibl**e, this learning style seems to be rarely used by the participants when learning English. Activities included in visual learning style stated in the questionnaire are reading English texts, reading English sentences on whiteboards, and reading instructions in English books.

3.2 Discussion

From the data analysis, the researchers found out that the preferred learning styles of junior high school students of SMPN 3 and SMPN 13 in Jambi city in learning English are kinesthetic, tactile, and group. These three learning styles are categorized **major** in the classification of learning style preference levels proposed by Reid (1995).

Kinesthetic learning style relates to learning style in which students mostly use physic activities when learning. Regarding to learning English, most participants in this research preferred learning English by doing practice or demonstrate something being learnt in the classroom. This is in line with group learning style that is also preferred by many participants in this research. The result of this research is the same as that of the research conducted by Obralic dan Akbarov (2012) entitled "Students' Preference on Perceptual Learning Style".

In the researchers' point of view, the learning style preferences (kinesthetic,tactile, and group) used by the students are in line with the status of English as a foreign language in Indonesia. When learning English, it makes sense that a student will be easy to learn if he or she practices directly what he or she is learning. For example, when learning how to pronounce English words, he or she is considered able to pronounce the English words if he or she has pronounced the words. To be able to pronounce the words well of course he or she needs to practice. The same as learning English speaking, commonly a person will be able to speak if there is at least one interlocutor because to have an oral communication there must be a speaker and a hearer. Besides, English is also considered difficult by many students so by learning in group they will be easier finish their task.

The use of the three learning styles do not mean that the participants do not like to use auditory, individual, and visual learning styles. Based on the result of the research, the participants are still able to use those learning styles. Some of the participants like to listen explanation of the lessons directly from the teachers, or learn by listening from cassettes, read English materials or instructions written by teachers on whiteboards, read English books, use pictures when learning English and learn individually.

4. Conclusion and Suggestion

Based on the result of the research, there two aspects that can be concluded. Firstly, the favorite learning styles used by students of SMPN 13 and SMPN 3 in learning English are kinesthetic, tactile, and group. Secondly, other learning styles (i.e. auditory, visual, and individual learning styles), although they are not dominant, are still used by the students. No learning styles are considered impossible to use by the students.

By knowing the favorite learning styles used by the students in this research, there are two things that can be suggested. The first is for students. For students who are learning English, it is suggested that they should recognize the learning styles that they like to use in order that they can learn more effectively and enjoyably. The second is for the teachers. For English teachers, especially English teachers of SMPN 3 and SMPN 13 in Jambi city, the researchers hope that this research result can be used as guidance for them in choosing and applying effective teaching and learning activities that fit the English need of the students and their learning styles when learning English.

Existence of English Language Education System in NU Boarding School on Paringgonan at Modern Era

Tien Rafida
titin.rafida@yahoo.com
UIN Sumatera Utara

ABSTRACT

In various modernization effort that is, English language skills is one of the most powerful means and mainly through English language skills as a tool to communicate this transfer values and the teachings of Islam can be done in a planned and systematic. With regard to the modernization of one of them with communicating in English on NU Boarding School at Paringgonan.

I. INTRODUCTION

Muslims at present faced serious challenges from outsiders implications for the future of life characteristics. Challenges range from colonialism and imperialism that produce violent collision between Western culture with the teachings / values of Islam, to the materialism, capitalism, industrialism that has successfully changed the system of thought and social structure.

In response to the above challenges Muslim thinkers and intellectuals launched various modernization efforts that appear in various varieties and their characteristics. This is in accordance with the socio-historical setting that surrounds the modernists.

II. DISCUSSION

In various modernization effort that is, English language skills is one of the most powerful means and mainly through English language skills as a tool to communicate this transfer values and the teachings of Islam can be done in a planned and systematic.

With regard to the modernization of one of them with communicating in English on NU Boarding School at Paringgonan renewal can be seen from several aspects, namely:

a. Aspects of Organizational Management

The first aspect of this can be seen from the following :

1) Focus on the goal

Paringgonan NU boarding schools associated with focusing in running the program relied on the purpose of direction or moved schools. According to the results of interviews with leaders of NU Boarding School at Paringgonan Mr. Goloman Hasibuan, said:
"Boarding NU Paringgonan at the beginning stands as a response to the public's thirst for education Islam in 1940, then now look to the many schools stood everywhere in the various regions, therefore, but to remain solid in transformed educational values of Islam, of course Just Boarding NU Paringgonan create a program that fits the needs of today, such as; providing a variety of activities life skill / skills that will be beneficial for the students at the time had completed his education at this boarding school."

2) communication

Boarding schools must be able to develop communication specifically speaking on the stage of a multi-level or multi-dimensional. Communication should be constructed with vertical and horizontal components thoroughly that not only limited to the internal

environment of the organization itself, to establish direct communication through meetings and so on.

3) Consideration of optimum strength

Boarding school certainly should be considered in which the balance of power on all units and lines of the organization, so as to contribute to the advancement of organization. In addition to collaboration between units because they feel the dependencies between them.

4) Moral Dimensions

Moral dimension is closely related to attention to each individual's response to the organization's influential boarding school. Individual responses are not the same in every organization. The organization's policy schools should be able to open the responses of each of the members and implement these responses, and this is called moral in the organization.

5) Adaptation

Adaptation is necessary in the realization of the organization's relationship with the demands of the development environment. If schools there is a discrepancy then there should be problem solving and setting back through some of the new approach that involves environmental and boarding.

b. Aspects of Curriculum

Another aspect that is a concern in schools is a reorientation of the curriculum reform as one of the components of learning. Curriculum plays an important role in the educational process as well as an action plan that provides guidelines for teaching. Or practically the curriculum is seen as a series of subjects that must be taken or possessed by the students to reach a level of education.

c. Aspects Methodology

Other aspects of educational reform boarding schools are learning active learning methodology, using a scientific approach in addition to conventional teaching methods, sorogan and bandongan. There are several methods that can foster educational innovation in schools, as well as according to the interviews that researchers do in Boarding School NU Paringgonan several methods implemented in schools has been quite varied. Here are some of the learning methodology applied in these schools.

1) Observe.
2) ask.
3) Exploring.
4) associate and
5) Communicate

d. Aspects of Teachers and Education Personnel

From this it can be seen that these schools in order to construct the strength of the system is very good, because it was fairly representative of the aspects that must be considered in accordance with national education standards. But that became a record in accordance with the results of the author interview with the deputy leader of the field of curriculum explains that there is a problem that is very not rule becomes a weakness for this boarding school is when implementing recruitment of educators, sometimes there are instances prospective educators are not too selected in accordance with the rules that have been defined by this boarding school itself, could have been caused by background factors institution of education is good is considered certain that prospective educators who apply it also would've been nice, but the reality looks field many times, a teacher at the school was

not able to conditioning the effectiveness of classes being taught can be seen from the noise of the students who are being taught. This indicates that the teacher is not able to conducive students in the class.

Furthermore, the most striking thing in the recruitment of educators in these schools that did not take place in accordance with the rules of the recruitment process is over familial factors. This writer would be a weakness that could be decreased the quality of the board of the teachers.

e. Aspects Infrastructure

1. Form Maintenance of English Communication in NU Boarding School on Paringgonan

Shape maintenance at boarding school tradition NU Paringgonan can be seen from the activities of students. After students equipped with science in the classroom (learning time in the morning) as well as other activities, either through teaching Islamic religious education as well as learning his school or extracurricular activities, then held another activity or activities Arabic and English that can improve understanding and practice students in communication. These activities are especially dedicated to students who habitation, but not be a hindrance when there are students who do not want to follow the activities habitation speaking, because the boarding school tradition will be more visible in the learning process in the morning until noon.

The activity of Islamic tradition that is carried on a boarding school students NU Paringgonan habitation are :

1) Speech or Muh'adarah (training speech)

Speech or Muh'adarah (training speech) is performed every Wednesday evening after evening prayers. Each week builder to boarding will appoint some students who would appear to speak English. Pupils will appear, bringing the free content of his speech. However, the content of the speech from the observation of the students are very conditional. It means moments there is often a major topic of their speech. For example fitting time the study was conducted a month of Sha'ban, rajab, Ramadan at the door, then the content of the speech from the writer's observation they often talk about the issues surrounding the month.

Further study addressed direction in this Paringgonan NU Boarding School applied specifically for students habitation. Implementation does not distinguish between male students with female. This activity was held in a room that has been provided by the schools accompanied by caregiver male and female students respectively.

In an interview with the caregiver researchers male and female students Tuesday night, February 24, 2015 states that:

“Direction is learning speech. Pupils all required to participate. Male and female do not do the separation or the implementation is done simultaneously. Also expected to merge with the implementation of the learning muhadharah spur students to be more serious, because more and more are automatically witnessed the appearance of speech it will be increasingly serious and increasingly trained mental in speaking in public. While muhadharah activity is also undifferentiated whether senior or junior because he's just that the time given to perform in different podium, for the junior secondary level students are given five minutes to perform and students Aliyah given 8 minutes to perform.

From the extensive details can be analyzed that although the implementation of Muh'adarah is done simultaneously between male and female students but not necessarily they would feel free to disturb interfere with each other between men and women, because there cleric and cleric caregivers who constantly supervise the activity.

2) Malim Sekampung

Malim compatriot is the activity of the students was held on every Thursday night and Sabtu.Materi malim compatriot in this activity with more emphasis on things that are much needed in the midst society. Emphasis on the observation of the material research is motivated by the fact that the current generation a lot when hanging out in the middle of the community is not able to perform as a role model. Was to minimize the number of generations that is not capable of leading events including the MC in English, the demand for office workers who require English Kemenag particular day every Thursday then students help to spread to places like that. Boarding NU Paringgonan through intentionally equip students with compatriot activity.

3) Course of Grammar (Nah'u S'raf)

4) In addition to learning Course of Grammar while studying in the morning, for habitation students the opportunity to deepen the materials in the classroom can be a resident of Trustees also provide opportunities for students every Tuesday evening to learn. While students who return day also provided an opportunity for anyone who wants to join. Requirements and provisions as well as the inclusion of a mechanism be transferred to the religious teacher or caregiver students. There is one very interesting thing among students, there is a term that course of grammar (nah'us' raf) is the parent of knowledge.

5) Religious Lectures

This religious speech is a routine activity that is usually done after every dawn prayer, lectures were intended is often called the seven minutes. Kultum or lecture filled by students own premises and sometimes make use of the English language by student caregivers cleric habitation.

Apart from that according to the students caregivers habitation, students are given a task or mandate for lectures, in addition to conveying is to train the skills they talk / speech in public.

6) Learning Calligraphy

Learn calligraphy for habitation boarding school students NU Paringgonan held 2 times a week, ie every Monday and Tuesday. Schedule to learn calligraphy was held after this Ashar. This activity is prayer in the classroom.

Learning calligraphy is to learn the art of writing with Arabic or often called khat interpreted in English. With regard to learning calligraphy is not all students are required to follow, but the sitter students just opened registration for those who are interested about the program. calligraphy teacher educators deliberately to come from outside. For those students who do not participate are allowed breaks or perform other activities as long as there benefits.

Based on observations of researchers for students who do not participate to learn calligraphy they mostly do sports activities like playing volley, play table tennis and badminton, there are others who play football, no cooking, washing and so on. While child female students of observations researchers were more gathered-together in front of the hostel while waiting for prayer time.

7) Watch Islamic Movies

Once a month or in a not-too determined time of the students are invited to watch together with the in focus in the classroom on a different schedule that is the film in Arabic and English-speaking Islamic nuances. Usually this is done conditionally, ie, just at night only fitting spare time.

With the method of this spectacle is expected understanding and practice of religion can increase their language skills and can even add a sense of their love for the religion of Islam itself.

8) natural Tafakkur

Male and female students NU Paringgonan Boarding normally carried Rih} lah (exploring nature) aim to recognize and realize the greatness and power of God, and shall speak Arabic and English. This applies to all students either habitation or not. Tafakkur this nature usually done in locations that can open up the minds of students as pegunungan.Ini done once in a semester.

9) Pengajians interpretation and translation in English

Koran interpretation and translation in English is usually held twice a month, which coincides on the Sunday night after the evening prayers. Schedule Interpretation and English teaching is done at the beginning of the month of the first week of a new, third Saturday night. There is a tradition in this boarding school that for the habitation allowed to return home once every two weeks. Tafsir dan then the opportunity to recite the English translation is scheduled for the week when no time to go home.

2. Fascination Boarding NU Paringgonan

The durability of a boarding school can be seen from the appeal of the show. One reflection that can be used is when a boarding school has many students who studied there, then it indicates the existence or strength of interest emanating from the institution so that people flocked to send their children to these institutions, even many found educational institutions to refuse or The prospective students do not pass because the capacity is not sufficient space available to accommodate the whole, so that made the selection of new students admission that one of its goals is to control the number of students that can be accommodated. On the other hand we encounter many schools or other educational institutions Islam if people want to send their children to educational institutions already is very grateful.

We have encountered many schools, each of which has a characteristic or distinctive charm. Here is the explanation of what the author saw in NU Boarding School Paringgonan about the appeal of the community to send their children to boarding school is, because as far as the authors observe, enthusiastic people to mandated child study in schools is quite high, seen from the number of students who learn as much 785 students plus 61 students MDA. Of course this is already a solid data to say that the Boarding NU Paringgonan have great appeal in the public eye.

According to the researchers interview with one of the residents around schools say:

Boarding NU Paringgonan are schools that have a charismatic strong in the public eye, because the founders of this boarding school are scholars who are very sincere and charismatic, so I am pretty sure that with me educate my children in schools will bring blessings in our family, namely with religious knowledge possessed my children then at least I hope will reap a pious child who can serve to parents. Then the cost should I spend too so relatively cheap, I have encountered no educational institutions that charge tuition and other costs as cheap at this boarding school, but the facilities provided are adequate foundation for education facilities that are seen in other Islamic schools.

From the description it turns Boarding NU Boarding School at Paringgonan is highly respected and appreciated by society through the late founder H. Sheikh Ridwan Uthman Hasibuan, even though he is dead from about 53 years ago. Does not stop just there only the

author also continue to observe what actually the appeal of these schools so that schools can develop its struggle to educate children has not been an independent nation since Indonesia.

The appeal of NU Paringgonan boarding school can be seen from the following:

1. charismatic founder and leader now.
2. The quality of human resources.
3. Quality Students activities.
4. Quality of Facilities and completeness.
5. Many appear in various education activities outside schools.
6. Generate qualified students.
7. Effect of alumni who have a lot of success.

In terms of education in boarding school activities NU Paringgonan, slightly missed that the appeal of these schools is the pattern established education system is very good. But for a more satisfactory answer to the exposure more details about this will be the writer explained in sub-section transmission at boarding school science NU Paringgonan and forms of Islamic tradition in Paringgonan NU boarding school.

Then to see further appeal Boarding NU Paringgonan researchers created a glance analysis of how modernization can be durability, how Boarding NU Paringgonan maintain the appeal of being a resistance to this boarding school and how the transmission of knowledge in Pondok Pesantren NU Paringgonan , it is the researchers explain in the following exposure.

a. As modernization Durability NU Pesantren Education System Paringgonan

Not too much to say on the basis of some of these updates in Boarding School NU Paringgonan can survive until now, really many schools are increasingly found today in decline because it is too rigid in accepting a wave of changing times. But one thing that can be learned from what the researchers observed in NU Boarding School Paringgonan, that openness to the changes or do innovation an invincible force without ruling out the traditions that must remain on guard.

Boarding NU Paringgonan, when the review of the classification of the institution, including the boarding school classification into tradisional but Islamic educational institutions that become resistance to the boarding itself is the response of the attitude of doing updates on all lines.

Writer, actively speaking internationally and use a lot of technology is already included as part of modernization. Then other than that, Pondok Pesantren NU Paringgonan also do a lot of updates from the organizational aspects of the institution, and on aspects of the curriculum and of course also on methodological aspects learning.

As explained above, that the organizational aspects of good management is needed in order to manage the institution sturdy and strong, not easy to collapse and not brittle. As for the aspects of the curriculum, Boarding NU Paringgonan have long serving varied curriculum to his students, ranging from general subjects, subjects ministerial decree while maintaining Islamic studies subjects nor the study of the yellow book. Later on methodological aspects, Boarding NU Paringgonan writer has been very professional in dealing with this case, as seen from of the teachers have a lot to certification, of course, if already certified in advance of the educator through several stages to be able to pass the pass the exam certification is handled by relevant professional elements.

b. Boarding NU way Attractiveness As Paringgonan Maintaining Endurance Education System.

Talking about ways or methods in maintaining attraction to be used as the durability of pesantren education system, schools would have different ways to do it, although not too

noticeable in the difference because both based schools. Boarding NU Paringgonan in maintaining the appeal as the durability of the system is to manage all the Islamic tradition as much as possible, to minimize any shortcomings. There is seen on the ground that the Boarding NU Paringgonan manage that tradition by providing a delegation to the appropriate human resources to handle.

Furthermore Boarding NU Chairman Paringgonan in order to maintain the attractiveness of the business is through managing organizational units that exist in boarding institutions. Then manage the acquisition of communication that is by doing multi-dimensional communication in different directions both internally and externally. In the next part is to optimize the power of each HR, and trakhir positive adaptation in response to changes in government regulations and always upgrade needs through learning to the problems encountered in the field.

c. Transmission science as a form of appeal in Pondok Pesantren NU Paringgonan

Boarding NU Paringgonan are educational institutions that have students as many as 785 people. The learning process is in general.

III. CONCLUSION

There are two categories. First, boarding schools: students who return today, the second habitation students. From the observation of students who return day authors usually come from areas around schools in general they just learned in the morning till 14.00 pm. While ordinary habitation students come from areas far from the location of the boarding school. They caused these students may not be able to take the time to get to schools in a timely manner, in addition they want to learn the full program students learning habitation. However, researchers from the observation that there is also a small part of the students who lived close to the boarding school but he took students with living in a dorm or cottage, or there.

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Academic performance of English students at Universitas Jambi

Masbirorotni and Hustarna
eka_rotni@yahoo.com and arna_unja@yahoo.com
Universitas Jambi

The purpose of this study was to examine the performance of English students at Faculty of Teacher Training and Education, Universitas Jambi. A questionnaire was used as a research instrument to 93 students enrolled in the fifth semester. Students' English cumulative Grade Point Averages were used as one of measurements of students' academic achievement in English. The data were analyzed by using descriptive statistics, Pearson product moment correlation. The findings revealed that student factors like English grade in senior high school and extra/co-curricular involvement were found to have highly significant relationship in terms of their English Cumulative Grade Point Average. Educational media facilities at home were also found significantly associated to English CGPA's.

Key words : Academic Performance, English Students, English Cumulative Grade Point Average

INTRODUCTION

English as a foreign language for Indonesian people is becoming popular and the rising need to be proficient in spoken and written English becomes basic necessity. Because of the high demand for English to compete in globalization era, English major has become one of the most popular major fields. Considering this reality, many students compete to enrol and major in English. By having certification as English major, it is assumed that they will be able to get job easier. Seeing this condition, universities (private and state) increase number of students accepted in the program.

Many types of admission have been offered by university to increase the number of students accepted. Based on data from English Education Study Program at Faculty of Teacher Training and Education in 2001, the university accepted 90 students (three classes), and in 2009, the university opened a non-regular class called "English Mandiri Class". The English Mandiri classes have the same level as regular classes.

The increasing number of students in English education study program cannot guarantee that the English performance of the students will also increase. Based on the researchers' experience many students were found still had difficulties in learning English and many of them still did many grammatical errors when writing their bachelor thesis. Considering those things the researchers were interested to find out the relationship between students factors and their English academic performance.

THEORETICAL AND CONCEPTUAL FRAMEWORK

Learning a second language involves two things. These are the knowledge that makes up competence and the control that is used in producing speech. The reason why a second language learner produces language that is not appropriate to the situation could be lack of control procedures of knowing than to use what. In this case, the learner's control procedures are not working properly holding back his/her performance.

The competence/control model developed by Elllen Bialystok and Mike Sharwood-Smith (1985) shows the learner's competence in the language as the way language systems

are represented in the mind. Ways of finding these systems are the control procedures of the processing system for controlling that knowledge in actual performance.

In this study, language competency in the form of students' academic performance in English is the dependent variable and socio-personal characteristics are the independent variables. Socio-personal characteristics consist of (a) personal characteristics such as; sex, type of high school graduated, high school location, parents educational attainment, and course priority; (b) academic profile in terms of English grade in senior high school, types of admission taken, and extra/co-curricular activities engaged in; (c) availability of educational resources in terms of educational media and facilities at home.

Academic performance of learners was measured by their English CGPA and five pre-requisite English subjects namely; grammar, listening, reading, speaking, and writing. In the context of competence, students' academic performance in English is controlled by student variables.

METHODS

Research Sites

The site for this study was at English Education Study Program at Faculty of Teacher Training and Education, Universitas Jambi. This university is located at Jambi Province.

Participants

A total of 93 fifth semester (third year) students of English major, Faculty of Teacher Training and Education, Universitas Jambi., academic year 2011-2012 voluntarily participated in the present study. Among the participants, 19 participants were male and 74 were female.

Data Collection and Analysis

Primary and secondary data were gathered in order to attain the objectives of the study. For the purpose of this study, English Cumulative Grade Point Averages (ECGPAs) were used as measurement of academic performance. These were obtained from first year to third year which consist of two semesters for each year level. For the third year level, only the first semester GPAs were included because respondents are still in the second semester of the school year. The English CGPAs were calculated by dividing the total amount of grade points obtained from English subjects by the total amount of credit hours earned.

For primary data, a survey-questionnaire for students prepared. It was designed to answer specific objectives of the study.

The questionnaire was divided into three parts i.e. student's personal profile, academic characteristics, and availability of educational resources. The first part (A) was designed to elicit information on students' sex, type of high school graduated, status, parents' educational attainment and reasons for majoring in English. The second part (B) was intended to inquire about their academic attributes such as English grade in Senior High School and types of admission taken.Finally, the last part (C) is about the availability of educational resources at home.

Secondary data which consist of GPAs of students at every semester from first to third years were obtained from the official website of Universitas Jambi (www.unja.ac.id). Students' grades are accessed by students and faculty members only because they have their own official ID and password to access them.

The data were analyzed statistically by SPSS software program. The data analyses used are frequency, percentage, means, and reliability index. The reliability index (Cronbach α) (of the questionnaire) was 0.915. Pearson Product-Moment correlation was used to determine if

there is relationship between student factors and students' academic performance in terms of CGPAs.

RESULTS AND DISCUSSIONS

Student Factors

Student factors consist of five categories; the first group of personal characteristics consists of sex, type of high school graduated, high school location, parents' educational attainment and course priority. The second covers academic profile in terms of English grade in senior high school, types of admission taken, and extra/co-curricular activities engaged in. The third category includes availability of educational resources in terms of educational media facilities at home, and time spent for reading, TV watching, listening to radio, using computer/laptop and accessing internet (in English).

Personal Characteristics

Sex. Table 1 shows that majority (79.6%) of students were female. This shows the general trend of having more female than male students in tertiary education, especially in the College of Education. As Adebayo (2008) confirmed, men are not showing much interest in disciplines that have been traditionally sought after by women (e.g. nursing, social work, communication disorder, and modern languages). Aside from this, as future teacher candidate, the female teacher usually is more creative in developing materials and modules (Nurfuadah, 2012).

Type of high school graduated. Almost all of students (92.5%) graduated from public high school while only 7.5% came from private schools. This finding revealed that those who come from public schools tend to continue to study in state university since the university is accredited and low in cost. Commonly in Jambi, students who attend private high schools are students who cannot be accepted in the public schools because the passing grade requirement is higher than that of private schools.

High school location. Most of students (73.1%) were from Jambi City and the rest 26.9% were from outside Jambi City. They came from both outside of Jambi city and outside Jambi Province such as Muaro Jambi, Bungo, Batang Hari, Kerinci, Tebo, East Tanjung Jabung, West Tanjung Jabung, Merangin, and Bangko; from outside of Jambi Province such as North Sumatra Province, South Sumatra Province, and Jakarta.

This condition revealed that even though Universitas Jambi, FKIP, English major in particular, is one of the most demanded and popular major in Jambi Province, it is still not popular compared with other state universities in Indonesia. It is only known well by the students of Jambi Province especially those who are citizens of Jambi City.

Parents' educational attainment. Greater percentages (32.3%) of the students' fathers were senior high school graduates, followed by 25.8%, who were college graduates and 8.6% were post graduate. These results suggest that majority of students' fathers had formal education until post graduate level.

Similarly, on the part of the students' mothers, senior high school graduates comprised the biggest group (36.5%), followed by 28.0% who were college graduates. But, only (2.2%) of mothers reached post graduate level. This result shows that education has been priority among the majority of parents.

Course priority. Almost all of them (83.9%) chose English as their first choice for major when they applied in the university. The rest (16.1%) stated that English major was not their first choice. This finding reveals that these students have already equipped themselves to be English major students who needto have good background of English. This conformed to

the result of their high school grades of English where majority of them were excellent in their English competence.

Table 1. Personal characteristic of student respondents

CHARACTERISTICS	FREQUENCY (n=93)	PERCENT
Sex		
Male	19	20.4
Female	74	79.6
High School Type		
Public	86	92.5
Private	7	7.5
High School Location		
Jambi city	68	73.1
Out of Jambi city	25	26.9
Father Educational Attainment		
Elementary	8	8.6
Junior High School	8	8.6
Vocational High School	10	10.8
Senior High School	30	32.3
Did not complete college	5	5.4
College graduate	24	25.8
Post Graduate	8	8.6
Mother Educational Attainment		
No formal education	2	2.2
Elementary	12	12.9
Junior High School	7	7.5
Vocational High School	5	5.4
Senior High School graduate	34	36.5
Did not complete college	5	5.4
College graduate	26	28.0
Post Graduate	2	2.2
Course Priority		
Yes	78	83.9
No	15	16.1

Academic Profile

English grade in senior high school. The grade was their last English grade at the third grade level. It shows their English competence during senior high school. Based on the result as shown in Table 2, mostly students' grade in English during senior high school were excellent (69.89%), while 17.2 got very good and 10.75 were good.

This indicates that these students were knowledgeable about English and they have good background of English as well. Having good English background, they assumed that they could follow the English subjects at the higher level of education as in college so they selected English as major.

Table 2. English average grade of student respondents in senior high school

PARAMETER	FREQUENCY (n = 93)	PERCENT	STATUS
English Average Grade			
Excellent	65	69.89	Pass
Very good	16	17.2	Pass
Good	10	10.75	Pass
Fair	2	2.15	Pass

Types of admission taken. Table 3 shows that majority (58.1%) of them were admitted through National Admission Test (NAT) followed by 32.3% who passed the Regional Admission Test (RAT). Those who did not take any tests were only nine. This result revealed that only few students were accepted as the English students based on their high school scores. Majority of them were accepted at English Education Study Program based on their performance in the NAT and RAT.

Table 3. Types of admission taken by student respondents

PARAMETER	FREQUENCY (n=93)	PERCENT
No – Test (Invitation)	9	9.7
Regional Admission Test	30	32.3
National Admission Test	54	58.1
Total	93	100.0

Extra/co-curricular activities. In this study, majority of the participants (51.61%) were not involved in any extra/co-curricular activities neither inside nor outside the college (see Table 4). This condition could be because of students' lack of motivation and self confidence to get involved in those activities.

Of those involved in extra-curricular activities, 37.8 percent were involved in theater arts like acting, performing arts, followed by 26.7 percent involved in literary activities such as poem, declamation, oration, and other public speaking activities. Seven were involved in campus journalism, and eight students join English camp. Other students were involved in other activities such as "Independent Community of English", teaching at English courses, contributors in International Internet Forum Community, news presenters on radio, speaking club, and Musical group of UNJA, etc. The least preferred was English debate (11.11%). This finding confirmed that these students were more likely fond of fun activities; in addition, to have fun they also can learn and practice their English. It was found that English debate was the least preferred by students probably because it is serious activity which needs thought and knowledge about the certain issues being debated upon.

Table 4. Extra/co-curricular engaged by student respondents

PARAMETER	FREQUENCY (n=93)	PERCENT
Involved	45	48.39
Not Involved	48	51.61
Extra/co-curricular Activities Engaged in*		
Literary (poem, declamation, oration, etc)	12	26.7
Campus Journalism (news writing, wall magazine,	7	15.6

etc)		
Theater Arts (Acting, performing, etc)	17	37.8
Debate	5	11.11
English camp	8	17.8
Others	12	26.7

*****Multiple responses

Availability of Educational Resources

Educational media facilities at home. Table 5 presents educational media facilities available at homes. Most common resources available according to the students were dictionary (98.9%), textbook and computer/laptop (93.5%), and TV (92.5%). This result was in accordance with what was expected since English is their major. They need dictionaries to look for meanings of words for better comprehension. Aside from this, needs for textbooks also play important roles for students since they are commonly used and recommended by lecturers.

Availability of computer/laptop in most students' homes indicates that they mostly come from family that can afford those things. Results also revealed that they realize the importance of technology. This is also supported by availability of other media facilities in most homes.

Presence of TV in most homes (92.5%) suggests that people now have the habit of watching everything instead of reading. In fact, people see news live from the newsroom.

Least available materials in students' homes are internet connection and radio (71.0%). This fact revealed that in Indonesia, installation of internet connection is still very expensive. That may be the reason why only 71% of students have this facility at home although 93.5% have laptops or computers. Meanwhile, radio as commonly people know it is no longer a luxury this time, but least owned. This indicates that radio is not interesting anymore, though it is not expensive.

These findings on facilities in students' homes imply parents' concern on students' mastery of English language. This concern is shown by their generous provision of facilities at home. Similarly, this may also suggest that parents of students have good economic status. This confirmed the findings of Worancha (2000) who showed that exposure to educational resources at home are attributed to parents' higher level of education.

Table 5. Educational media facilities available at home

ENGLISH MEDIA FACILITIES*	FREQUENCY (N=93)	PERCENT
Dictionary	92	98.9
Textbook	87	93.5
Magazines	74	79.6
Novels/short story books	68	73.1
TV	86	92.5
Radio	66	71.0
Computer/Laptop	87	93.5
Internet connection	66	71.0

*****Multiple responses

Students' Academic Performance

Academic performances of students were grades in pre-requisite English subjects that related to English skills and English cumulative grade point averages. The Pre-requisite English subjects were Grammar, Listening, Reading, Speaking, and Writing. These subjects were chosen because they are basic English and skill subjects. If students master these five subjects, it would be easy for them to apply English daily especially in the following English subjects during their study, to write their bachelor thesis, and to conduct practice teaching. Tthey also can teach well since the materials in junior and senior high schools are about grammar, listening, reading, speaking, and writing. All students must take these subjects. These subjects are offered from level I to level IV every semester. If student fails in level I at first semester, he/she may not take level II at the second semester, unless he/she retake that subject and passes at the next year, and so forth.

Grades in Pre-Requisite English Subjects

Overall, results found that the highest grades among these five courses was reading subject with $\bar{X}$ = 3.31, followed by speaking ($\bar{X}$ = 3.25). Listening and grammar courses were had the same mean rate ($\bar{X}$ = 3.00) equivalent to very good. While writing had the lowest mean rate ($\bar{X}$ = 2.89). Among all of the courses, only writing was under category "good" while others were under category " very good" (See Table 10). This could be because for many English learners, learning to write fluently in English is much more challenging and more difficult than learning to speak fluently. Because, in writing, they need to consider the grammatical factors as well as dictions, how to organize ideas, etc. While in Reading, it is just a matter of comprehending the material that was read. Speaking allows for 'mistakes' as long as the locutor and the interlocutor understand each other. Reading was rated highest because it is the easiest among the other four English skills.

This result also revealed that students' English academic performance still needed more practice and improvement in order to attain the better achievement.

Table 10. The overall mean of five pre-requisite English subjects' grades from Level I-IV

SUBJECTS	OVERALL MEAN	SD
Grammar	3.00	.66
Listening	3.00	.63
Reading	3.31	.39
Speaking	3.25	.38
Writing	2.89	.53

Numerical Description (ND)

3.5 above = Excellent
3.0 – 3.4 = very good
2.5 – 2.9 = good
2.0 – 2.4 = fair
1.9 below = poor

Students' English Cumulative Grade Point Averages (ECGPAs)

Table 11 presents the English Cumulative Grade Point Average of the English students, Universitas Jambi. The biggest number (41.93%) was under category "good" followed by 36.56 percent under category "very good" and only 15.05 percent was under category "excellent". Five (5.38%) had a grade equivalent to fair while one student had

grade equivalent to poor. Since ECGPAs measure their academic performance, especially in English subjects, so, the six students who's ECGPAs are under category fair and poor indicate that they still need to improve their grades. This result could be because of their lack of motivation to learn English and not having good background of English.

Table 11. English Cumulative Grade Point Average (ECGPA) of English students.

ECGPA	FREQUENCY (N= 93)	PERCENT
3.5 above	14	15.05
3.0-3.4	34	36.56
2.5-2.9	39	41.39
2.0-2.4	5	5.38
1.9 below	1	1.08

Numerical description

3.5 above = Excellent
3.0 – 3.4 = very good
2.5 – 2.9 = good
2.0 – 2.4 = fair
1.9 below = poor

Relationship between Students' Factors and English Academic Performance

Table 12 shows relationship between student factors and English academic performance in five pre-requisite subjects (grammar, listening, reading, speaking, and writing) and English Cumulative Grade Point Averages (CGPAs). Pearson product- moment coefficient correlation was used. There were students' factors found highly significantly correlated to English CGPAs. Namely, English grade in senior high school (r =. 384), extracurricular and co-curricular activities engaged in (r = .367), educational facilities at home (r = .204) and frequency of reading textbook (r= .227) and magazine (r= .294). As a result, the null hypothesis of no relationship between the student factors and English academic performance was rejected.

These findings revealed that the higher English grade in high school, more resources and more involvement in extracurricular/co-curricular activities, the higher the academic performance of students.

English grade in high school was one of the factors correlated with academic performance of students. This makes sense because those who have good background of English will be easy to understand and absorb materials taught.

It has been generally assumed that participation in extracurricular activities has positive impact on retention. However, many also believe that these activities may actually affect student performance in negative manner due to conflicting time requirements and competing schedules, even if they do in fact enhance student persistence (Shiveley and Wang, 2009). Nevertheless, this study revealed that there is highly positive correlation between extra/co-curricular involvements with their academic performance. It can be said that those who have high ECGPAs tend to get involved in extra/co-curricular activities. This concurred with the findings of Fung's and Wong's study (1991) on Hong Kong secondary school students, which revealed that involvement in extracurricular activities was positively related to academic performance, personality, and peer acceptance.

It was also found in this research that educational facilities at home are significantly related to academic achievement in this case, ECGPAs of students. This is in conformity with the previous study of Oluremi and Olubukola (2012) who found out that facilities have great

impact on academic performances of students and inadequate facilities translate to poor performance.

In Grammar subject, it was found that there were three factors that were highly significantly correlated with the subject, namely; English grade in high school (r=.315), educational resource at home (r=.284) and use of computer (r=.281).

It implies that English grade in high school plays important role in Grammar subject in college because during high school, students were already taught basic grammar of English. So, when they go to college, Grammar subject would not be a big problem anymore for them since they have enough basic knowledge of it.

Educational resources at home and use of computer were also significantly correlated in grammar subject. It means that computers which are also included as one of educational resources helped students save time, have more practices and made learning more interesting. For instance, using "Microsoft Word" and "Spelling and Grammar Check" helped them in their writing especially in grammar skills.

For listening, among the student factors, only one factor significantly related with the subject, that was, frequency of using computer/laptop (r= .232). It implies that using computer on his/her own can improve students' listening skill because it is much more interesting than listening through cassette tapes. In computer, it not only listening to the voice but also there is a combination of picture, text and sound. This would make students easily attracted and motivated to pay attention to it. As Ehsani et al. (1998) emphasized that by combining sound, vision, text, video and animation, this self-paced interactive learning environments create much more educative and creative classroom environments.

Table 12. Relationship between student factors and five pre-requisite subjects (Grammar, Listening, Reading, Speaking, and Writing) and ECGPAs

Variable	Grammar	Listening	Reading	Speaking	Writing	ECGPA
Sex	.093	-.151	-.095	.027	.361**	.092
High school type	-.187	-.163	-.060	-.187	-.074	-.176
Father educational attainment	.108	.100	.084	.231*	.046	.109
Mother educational attainment	.061	.027	-.081	.111	-.015	.020
High school English grade average	.315**	.157	.291**	.416**	.122	.384**
Extra/co-curricular activities engaged in	.203	.198	.116	.449**	.221*	.367**
Educational resources at home	.284**	.169	.087	.281**	.237*	.204*

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

In Reading subject, English grade in high school and use of computer showed highly significant correlation with reading (r=.291, and r= .281), respectively, and use of dictionary (r= .217) and magazine (r=.283) also significantly correlated with the subject. These results imply that the more students read, the more vocabulary words they have and it is easy for them to understand what they read. Aside of printed material, use of computer also correlated with reading skill because stories accessed thru computer can generally be both read and heard. Research has shown that hearing words while seeing the text produces positive results

in terms of comprehension and word decoding skills. Audio feedback is especially helpful on those words that may be daunting to attempt to sound out. Several commercial electronic storybooks allow students to hear words in isolation and repeat sections of text as often as needed. Interactive multimedia tools (computer) can spark students' imaginations and engage their interest as they become better readers (Bonnie.D, 2000).

In Speaking, three factors were found highly significant with the grade in the subject, namely; English grades in high school (r=.416), extra/co-curricular involvement (r=.449), and educational resources at home (r=.281). Also, two factors were found significantly correlated with the subject, they were father educational attainment (r=.231) and use of computer at home (r=.215). From these factors, it could be said that for speaking skill, a person could not develop skill in speaking English only by practicing, but in combination of English knowledge background and availability of educational media facilities at home, especially computer. Aside from these, fathers' educational attainment also plays an important role in students' speaking ability. Because, if they have someone to talk with in English at home, it would make their speaking skill better.

In terms of sex, this study revealed that women perform better in writing compared to men and there are more women than men. Sex has highly significant r=.361 correlation with writing subject. Likewise extra/co-curricular (r=.221) and educational resources at home (.237) were also found significantly correlated with Writing subject. Also, women are usually more diligent during teaching and learning processes. This finding conforms to the previous study which tells that in writing, women are better than men. Morris (1998) studied gender differences in ESL writing at a junior college in Quebec, Canada, and revealed that women ESL writers tended to outperform men because their essays "showed much higher level of adherence to guidelines than the men's, and the evaluation grid richly rewarded this adherence". In writing assessment, students' writing performance has been claimed to vary with gender (Pajares and Valiente, 2001). Generally speaking, it is part of the common wisdom of the classroom that female students tend to write better than male (Kirby et al., 1988).

Other student factors (school type and Mother educational attainment) did not show any relationship with performance in English. This non-significant relationship confirmed previous findings. Agcaoili (1993) found out that type of secondary schools students graduated from was not significantly related to the academic performance of senior students. Similarly, Agustin (1991) and Perlas (1990) noted that parents' educational attainment was not significantly related to respondents' academic performance.

CONCLUSIONS

In the light of the salient findings of this study, the following conclusions were drawn:

1. Most of English students, FKIP, Universitas Jambi were female, coming from public schools located at Jambi city, whose parents are mostly secondary graduates. English major was their first choice.
2. Their English grades during high school were excellent and were accepted in the university through National Admission Test. Majority were not involved in extra/co-curricular activities.
3. English dictionary, textbook and computer/laptop were resources most available at home.
4. English grades in senior high school, extra-curricular and co-curricular activities engaged in, and educational facilities at home were the student factors which were highly correlated to English CGPAs.

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TECHNIQUES FOR DESIGNING CLASSROOM ENGLISH SPEAKING PERFORMANCE

HURIYAH
State Institute For Islamic Studies Syekh Nurjati Cirebon
61.huriyah@gmail.com

ABSTRACT

Speaking is considered as the most difficult skill of four language skills, namely listening, speaking, reading and writing. Listening and reading belong to receptive skill, while speaking and writing belong to productive skill. Since speaking ability becomes a main goal of English learning, i.e., to develop communicative competence, teachers have to teach English in serious preparation in order to the students be able to communicate in English orally. There are some techniques for designing classroom speaking performance that will be explained as follows : technique should cover the activity from language based focus into massage based focus ; technique should be able to intrinstically motivating ; technique should encourage the use of authentic language in meaningful context; technique should give opportunities to initiate oral communication; technique should integrate between speaking with listening material; and technique should encourage the development of speaking strategies. Beside the techniques above, teachers also should provide the classroom English speaking activities with some strategies such as acting from a script; communication game; discussion; prepared talks; quesionnaires; and role play

INTRODUCTION

There are four language skills that should be mastered by learners in learning English language. Among the four language skills, i.e., listening, speaking, reading, and writing, speaking is an abservable skill. This is because the ability to use English in daily communication is the indicator that someone has mastered the language (Larsen Freeman, 1986 : 133). That is why, to the most learners mastering the art of speaking is the single most important aspect of learning English as a foreign language and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991 : 39).

In learning English speaking, there are many errors made by learners, especially errors in using grammar, vocabulary and in pronunciation. Relation to this, Nation and Newton (2009) states that there are kinds of problem that English foreign language learners face in relation to speaking. In terms of linguistic, the learners feel that they do not have such adequate vocabulary and control of grammar, and the lack fluency when they speak English in the class. Then in terms of personality problems, the learners have less self confidence or motivation. Teaching English speaking is not as easy as to imagine, problems always occur. Some errors made by the learners in pronunciation, grammatical accuracy, vocabulary, fluency and interactive communication (Cahyono and Widiati, 2006). Thus, it can generally be understood that teaching English speaking successfully, teacher should provide some techniques for designing classroom speaking performance as the writer will discuss in this paper.

DISCUSSION
THE NATURE OF SPEAKING

In this part, it will be explained about the nature of speaking. Speaking is one of the important skills that the learners have to do well. Especially, when they use English as a means of communication. Jones (as quoted by Eviyanti, 2008 : 56). States that speaking is a form of communication, so it is important that you say is conveyed in the most effective way. How do you say that something can be as important as what you say in getting your meaning across. Its meaning that speaking activity doesn't tell about what will be spoken, but it explains about the goal of speaking in order to the listenenr be able to undertand the content of speaking. Speaking activity is considered as " taking and giving activity". Its meaning that speaker gives ideas to the interlocutor and takes ideas from interlocutor.

Speaking is "the process of building and sharing through the use of verbal and non verbal symbols, in a variety of contexts" (Chaney, 1998 :13). The word variety has correlation with sosiolinguistics that it is term referring to language in context (Holmes,1992 : 9). A variety is a set of linguitic forms used under specific sosial circumtances , i.e., with a distinctive social distribution. Variety is therefore a broad term which includes different accents, different linguistic styles, different dialects and even different languages which contrast with each other for social reasons. While context here means with the place where the language is used. Relation to this, florez (as quoted by Bailey,2005 :2). States that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its meaning that when someone speaks something to other people has intended meaning or sharing new information.

Speaking is a skill which deserves attention every bit as much as literacy skills. Learners have to be able to speak with confidence and motivation in order to carry out the most basic transactions (Bygate,1987:1). Krashen and Terrel (in Hadley,1993 : 51) state in the affective filter hypothesis. The hypothesis states that comprehensible input can have its effect on acquisition, only when affective conditions are optimal as follows : 1) the acquirer is motivated. 2) the learner has self confidence and good self image ; 3) learner level anxiety is low.

Speaking skill consists of some elements of language. Murcia (2011 :104) mentioned that there are four elements of speaking based on communicative language teaching. The theory of commucative competence, prosess that ability to communicate in a laguange comprises four dimensions, they are as follows : 1) grammatical conpetence (including rules of phonology, orthography, vocabulary, word formation, and sentence formation); 2) sociolinguistic competence (rules for the expression and understanding of appropriate social meanings and grammatical forms in different contexts; 3) discourse competence (rules of both cohesion – how sentence elements are tied together via reference, repetition, synonymy, etc, and coherence how texts are constructed ; 4) strategig competence (a repertoire of compensatory strategies that help with a variety of commucation difficulties).

Based on the meaning of speaking as explained above, it can generally be understood that speaking is a process of negoziating of intended meaning or sharing new information or expressing feelings, thoughts or desires to other people with using verbal language in communication/interaction with different contexts. In increasing English speaking skill, someone should understand about the elearnes of speaking or someone should master four competences in order to the listeners understand what is speaking. Grammatical, sociolinguistic, discourse and stategic competences.

TECHNIQUES FOR DESIGNING CLASSROOM SPEAKING PERFORMANCE

Before going on to discuss about the nature of technique, it will be explained detailly about the meaning of approach and method, because approach and method has correlation with technique. Techniques carry out a method which consistent with approach. According to Anthony's concept (in Richards and Rodgers, 1986 :15), an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural. While a technique can be defined as implementational. That which actually takes place in classroom. It is a particular trick, stategem or contrivance used to accomplish an immediate objective. Based on explanation above, it can generally be concluded that techniques must be consistent with a method, and therefore in harmony with an approach as well. Technique is the level at which classroom procedures are described. Here are some techniques (Brown, 2007) for designing classroom speaking performance as follows :

Techniques that implemented in the classroom should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

In the process of teaching and learning which emphasizes in interactive language teaching, it will be easily for teacher to slip into a pattern of providing interactive activities that don't capitalize on grammatical pointers or pronunciation tips. When teacher does a jigsaw group technique, play a game, or discussion to solve the problems, make sure that the tasks of teacher include techniques how to design to help students to perceive and use the building blocks of language. At the same time, teacher can use repetition drills for getting up the students from sleepy and become any drilling in speaking teaching and learning process as meaningful activities as possible.

The techniques should be able to be intrinstically motivation.

Intrinstic motivation is clearly superior to extrinsic. According to hierarchy of needs that students should be ultimately motivated to achieve self actualization, self esteem and fulfillment (Maslow in Santrock, 1997). The techniques that used in teaching and learning speaking process to appeal to students ultimate goals and interests, to their need for knowledge, for status, for achieving competence, autonomy, and for "being all that they can be". Even in those techniques that don't send student into ecstasy, help them to see how the activity will benefit them. Many times students don't know why we ask them to do certain things; it usually pays to tell them why. (Brown, 2007). Therefore, in teaching and learning speaking, teacher should always give motivation to the students and build up students self confidence. Krashen and Terrel (in Hadley, 1993) stated that students who have certain motivation, have high self confidence and their anxiety is low, they will be more successful in learning speaking than who have low motivation, low self confidence and high anxiety.

Techniques should encourage the use of authentic language in meaningful context.

In teaching and learning speaking with providing authentic contexts and meaningful interaction, it will take energy and creativity, but with help of quite a store house of teacher resource material now it can be done. Even drills can be structured to provide a since of authenticity (Brown, 2007). So, teacher in this theme should allow the students to learn with playing, asking, discussing doing the meaningful something, and motivating them to become learning activity with authentic language in meaningful context to be enjoyable experience.

Learner wants to learn if learner sees learning activity as enjoyable experience (Hutchinson & Walters, 1994).

Techniques should provide appropriate feedback and correction.

In most EFL situations, more particularly in teaching and learning English speaking, students become nervous and embrassed when asked to speak English. They discourage to speak English, because they are afraid of making grammatical mistakes when they utter sentences in English. When teacher asks questions, no body responds and just keep silent. It can be understood that students are totally dependent on the teacher for useful linguistic feedback.

Techniques should give students opportunities to initiate oral communication

Teacher should be responsible for giving students opportunities to initiate oral communication. According to the competency based curriculum which was issued by the Indonesian Ministry of National Education reflects that the goal of English learning in Indonesia is to develop communicative competence and enable the students be able to communicate in English orally and in writing (BSNP, 2006). Communicating here means to understand and to express information, thoughts, feelings and develop science, technology, and culture. Ability to communicate is the ability to understand or to produce spoken text or written text to be realized in the four language skills, namely listening, speaking, reading, and writing. The four language skills are used to respond or to create a discourse in public life, therefore, a good deal of typical classroom interaction is characterized by teacher initiation of language. Teacher asks questions, gives directions, provides information, and students have been conditioned only to "speak when spoken to". Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversations, and to change the subject (Brown, 2007). Teacher allows the students to initiate language as teacher designs and uses speaking techniques.

Techniques should capitalize on the natural link between speaking and listening

In teaching and learning English speaking, teacher should be able to integrate these two skills, i.e., speaking and listening. The teacher is perhaps focusing on speaking goals and listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension. (Brown, 2007).

Techniques should encourage the development of speaking strategies

Teacher has many tasks, not only transfer the knowledge, values and character building, but also teacher should be able to choose and use the best strategies in order to the teaching and learning process can give meaningful something for students, so, in the classroom activity, teacher should be able to make students become a ware of and have a chance to practice such as strategies mentioned by (Brown, 2007) as follows : 1) asking for classification (what?) ; 2) asking someone to repeat something; 3) using fillers (uh. I mean, well) in order to gain time to process ; 4) using conversation cues (uh, huh, right, yeah, okay, hm) ; 5) getting someone's attention (hey, say, so) ; 6) using paraphrases for structures one cant's produce ; 7) appealing for assistance from the interlocutor (to get a word or phrase, for example) ; 8) using formulaic expressions (at the survival stage) ; and 9) using mime and nonverbal expressions to convey meaning.

TYPES OF DESIGNING CLASSROOM SPEAKING PERFORMANCE

There are many types of classroom speaking performance that have correlation with developing of speaking skills as follows. (Brown, 2007)

Imitative

Teacher can teach English speaking drill through imitation. Students can imitate what teacher says or what teacher reads the language in the classroom, because imitation focuses on some particular element of language form. The process of imitation can be done by teacher through drilling and repetation. Drills give an opportunity for students to listen or to orally repeat certain strings of language that may pose some linguistic difficulty either phonological or grammatical. Drills offer limited practice through repetation (Brown, 2007). Drills also can help students to establish certain psychomotor patterns and to associate selected grammatical forms with their appropriate context. There are some useful guidelines for successful drills (Brown, 2007) as follows :

- Keep them short (a few minutes of class hour only)
- Keep them simple (preferably just one point at a time)
- Keep them "snoopy)
- Make sure students know why they are doing the drill.
- Limit them to phonology or grammar points
- Make sure they ultimately lead to communicative goals
- Don't over use them

Based on the explanation above, it can generally be understood that imitative or drilling can be used by teacher to increase and or to develop students English speaking performance.

Intensive

Intensive speaking is very importance to develop students English speaking skill. Intensive speaking can be used by teachers to practice some phonological or grammatical aspect of language. Intensive speaking can be form of some pair work activity where learners are "going over certain form of language".

Responsive

Responsive is a part of a good deal of student speech in the classroom : short replies to teacher or students. Initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic. For example :

Teacher : How are you today, Ana ?
Student : Very well, thank you, and you ?

Teacher : What is your name ?
Student : My name is Anton.

Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or extended form of responsive language. In this theme, teacher can divide students into small group or pair work activity to make dialogue. The topic of dialogue or conversation from students language level and simple language that used to students in daily communication. For example :

Teacher : What is your name ?
Student : My name is Anton.
Teacher : Where are you from ?
Student : I am from Bandung.
Teacher : How old are you ?
Student : I am seventeen years old.

The conversation that has written should be a part of group work activity.

Interpersonal (dialogue)

The other form of conversation that mentioned above was interpersonal dialogue carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. These conversations can involve some or all of the following factors : a casual register, colloquial language, emotionally charged language, slang, etc (Brown, 2007).

Extensive (monologue)

Finally, the students at advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this part, teacher can use strategy such as observation, problem based learning, discussion and demontration for developing students English speaking performance at advance levels.

TEACHING ENGLISH SPEAKING THROUGH CLASSROOM ACTIVITIES

Teaching English speaking is sometimes considered as a simple proccess, but many teachers feel that teaching English speaking is not easy task and bored activity. Learners sometimes have problems in learning English speaking. There are a number of reasons why the learners have problems in English speaking, especially with the tasks of communication activities. Developing of English foreign language learners speaking performance relates not only to their linguistic and personality factors, but also to the types of classroom tasks provided by the teachers with regard to those thoughts (Widiati and Cahyono, 2006).

Harmer (2007) states that there are a number of ways in which teacher can help the learners find English speaking easy. Firstly, teacher needs to match the task, he/she asks the learners to perform with their language level. This means ensuring that they have the minimum language they would need to perform such a task. Secondly, teacher needs to ensure that there is a purpose to the tasks, and the learners are a ware of this. Thirdly, teacher needs to assess the problems cased by the language they need and the difficultlies which the topic might create.

Teacher should also remember that learners who are not used to speaking spontaneously need to be helped cultivate such habits. Teacher should not expect instan fluency and creativity, instead they should build up student confidence ‘bit by bit’, giving them restricted tasks first before prompting them to be more and more spontaneous later (Harner, 2007).

In teaching English speaking, the teacher also should allow the learners to study with playing, asking, discussing, doing the meaningful something and motivating tem to become learning activity to be enjoyable experience (Hutchinson & Walters, 1994). If the learner asked to answer the question, to do discussion and observation, students brain will work better, so the proccess of teaching English speaking will be better too (Silberman, 1996).

Relation to this, Harmer (2007) states that there are three basic reasons why it is a good idea to give learner speaking tasks that provoke them to use all aspects of language at their command. They are rehearsal which is used to give them chance to rehearse out side the classroom. Feed back which is used to provide feed back for both teacher and students; and engagement which is used in accordance that good speaking activities could and should be highly motivating. Thus, is all of the learners are motivated and participating fully and the teacher has to set up the activity properly, they will get tremendous satisfication. Kay (2006) states that there are some principles for teaching English speaking as follows: teacher should be aware of differences between second language and foreign language learning contexts, teacher should give student practice with both fluency and accuracy, and the teacher also should provide oppurtunities for student to talk with using group work or pair work, and limiting teacher talk.

For developing English speaking performance, teacher should provides classroom activities. Classroom activities will be discussed in this session as Harmer (2007) mentioned are as follows :

Acting from a script

Teacher can create the supportive atmosphere in the classroom. He/she can ask students to act from plays or sometimes from filming the results. Students will often act out dialogue they have written themselves. This frequently involves the students in coming out to the front of the class. The teacher needs to give students time to rehearse their dialogues before they are asked to perform them. Where the whole class is working on the same dialogue, we can go through the script as if we were theatre directors, drawing attention to appropriate stress, intonation, and speed. By giving students practice in these things before they give their final performance, the teacher ensures that acting out is both a learning and a language producing activity (Harmer, 2002).

Communication games

Game can be used by teacher to develop students speaking skill which are designed to provoke communication between students frequently depend on an information gap. This is based on what happens in the real life. Information gap is when two people communicate naturally , each would like to know something that has not been known from the other (Harmer, 2002). So that one student has to talk a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.

Discussion

Discussion can help students to increase and develop English speaking skills. Discussion gives students opportunities to give an opinion in front of the class, especially, if they can not think of anything to say and are not, any way, confident of the language the students might use to say it. Many students feel extremely exposed in discussion situations.

Prepared talks

Prepared talks can also be used by teacher for increasing English speaking performance. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners. Prepared talk where a student makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they are prepared. However if possible, students should speak from notes rather than from script. The developments of the talk, from original ideas to finished work, will be of vital importance (Harmer, 2002).

Questionnaires

In this part, teacher can order to the students to make questionnaires. Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As students do, so the teacher can act as a resource, helping them in the design process.

Role plays

For developing students English speaking performance, teacher can use role plays as a strategy. Role plays minimally involve 1) giving a role to one or more members of a group and 2) assigning a purpose that participants must accomplish. In pairs, for instance, learner A is an employer; learner B is a prospective employee; the objective is for A to interview B. In

groups, similar dual roles could be assumed with assignments to others in the group to watch for certain grammatical or discourse elements as the rules are acted out.

CONCLUSION

To be successful in teaching English speaking teacher should allow the students to learn with playing, asking the question, discussing the topic, and motivating them to become learning as an enjoyable experience. Teacher also should build up students self confidence.

There are some techniques for designing classroom English speaking performance in order to the students be able to communicate in English orally. The techniques are as followa: The technique should cover the activity from language based focus into message based focus ; it should be able to intrinstically motivating ; it should encourage the use authentic language in meaningful contexts; it should give opportunities to initiate oral communication ; it should integrate between speaking with listening material ; and it should encourage the development of speaking strategies. Based on the techniques above, teacher would be better if he/she provides classroom speaking activities, for example : acting from a script, communication games, discussion, prepared talks, questionnaires , and role play. Teacher also should provide types of designing classroom speaking performance such as imitative, intensive, responsive, transactional, interpersonal, and extensive or monologue.

If the teacher uses some techniques and types of designing classroom speaking performance, and also provide the classroom English speaking activities in the classroom, the students English speaking ability will develop.

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Foreword by Conference Chair
The 3rdELITE International Conference

BismilLahi wa bilLahi wa-l-hamduliLlahi,
Assalamu'alaikum,

The 3rd Elite International Conference on UIN SUSKA Riau held on 09 – 10 January 2016 by the English Education Department, Faculty Education and Teacher Training, State Islamic University Riau in Pekanbaru is an international conference which is one of the most prominent, especially for English language educators. There are about 150 papers presented by more less 170 authors in the conference from various places including Indonesia, Libya, and U.S.A

I am sure that new ideas and findings will be debated, discussed, and shared among presenters and participants with the intention of enhancing the English language pedagogy, literature, and education for the purposes of professional English language educator's development. Besides, the conference is also aiming at creating a forum for further discussion on the scope of developing curriculum, teachers, and instruction for quality of language education.

The conference aims at creating a forum for further discussion on English Linguistics, Literature, and Education. The scope of the paper promoted on developing curriculum, teachers, and instruction for quality English linguistics, literature and education.

Finally, we are very grateful to the participants, presenters, and the 3rd ELITE international Conference committee members who made smooth and pleasant the organization of all events.

Wassalam,

Drs. H. M. Syafi'i S., M.Pd.

Foreword by Dean
Faculty of Education and Teacher Training
UIN Sultan Syarif Kasim Riau

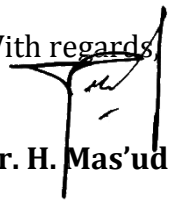
BismilLahi wa bilLahi wa-l-hamduliLlahi,
Salam!

I would like to extend a warm welcome to all presenters and participants of the 3rd English Linguistics, Literature, and Education (ELITE) International Conference and sincerely congratulate the Department of English Education for making this conference happen.

The theme of the conference highlights the need for curriculum innovation, teacher professional development, and instructional effectiveness for quality English Linguistics, Literature, and Education. I realize that quality education depends on teachers as the main actors for curriculum reform, thus improving the conditions of actual teaching and learning in classrooms. Throughout the 3rd ELITE International Conference, the faculty hopes to explore opportunities to identify such innovations. I am certain that this conference will provide fruitful ideas to all presenters and participants.

I wish to thank the conference presenters for enriching us with their presentations, and the conference participants for being here to share their ideas, findings, and experiences with us. My appreciation also goes to Dr. Hj. Like Raskova Octaberlina, M. Ed, The Chairwoman of ELITE Association Indonesia, Jennifer Uhler, Regional English Language Officer (RELO) at the United States Embassy Jakarta, Dr. H. Firdaus, ST. MT, the Mayor of the city of Pekanbaru for their support and contribution to this conference. Finally, I thank all who have involved in making this conference a reality.
Happy conferencing!

With regards,



Dr. H. Mas'ud Zein, M. Pd.

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LANGUAGE ANXIETY

Harni Jusuf
harni.jusuf@yahoo.co.id
IAIN Gorontalo

ABSTRACT

To support the successful of teaching learning process, it must be supported by some apsects, such as: learning syles, teaching strategies, affective factors, and socio-cultural factors. One of the affective factors that must be pay attention in language learning is anxiety. Usually, language anxiety happen when students learn foreign language. Anxiety divided into trait anxiety, state anxiety, and situation-specific anxiety. Language anxiety causes by three (1) communication apprehension (CA); (2) test anxiety; and (3) fear of negative evaluation. To know the level of students' language anxiety, it can be measured through foreign language classroom anxiety scale (FLCAS). It is an instrument that has been designed firstly by Elaine K. Horwitz et al. The instrument is a questionnaire consists of 33 item of questions.

Key words: anxiety, language anxiety, foreign language classroom anxiety scale (FLCAS).

A. INTRODUCTION

Everyone in the world has been ever experienced anxiety, even a very successful man. Anxiety is one factor that can influence someone in his/her life. Related to language lerning, anxiety involves to the affective factor, and it is a thing that should get more attention from the teacher because it is a factor that determine students can comprehend the skils of English. Richards and Renandya (2002:206) said that the affective side of the learner is probably one of the most important influences on language learning success or failure. The affective factors related to second language or foreign language learning is emotions, self-esteem, empathy, anxiety, attitude, and motivation. Second language or foreign language learning is a complex task that is susceptible to human anxiety.

Anxiety is another particular affective factor. It is one of the most prominent and pervasive emotions. According to Arnold in Hui Ni (2012:1509), language anxiety "ranks high among factors influencing language learning, regardless of whether the setting is informal (learning language, on the streets") or formal (in the classroom)". Students with anxiety attending the class will feel nervous and afraid to cooperate with teachers and then they cannot concentrate on the learning points and waste their energy or they just want to flee the learning task.

According to Krashen in Hui Ni (2012:1509), the students who feels at ease in the classroom and likes the teacher may seek out more intake by volunteering ... and may not be more accepting of the teacher as a source of input.[1] Davies and Elder

[1] Ibid

(2006:541) said that anxiety, like motivation, is a learner factor that is amenable to pedagogic influence. The study of anxiety can also be linked to a model of psycholinguistic processing.

In regards to anxiety, this literature review purposes to describe five things related to understanding language anxiety: (1) what is language anxiety; (2) the kinds of anxiety; (3) the causes of language anxiety; (4) foreign language anxiety scale; and (5) the ways to reduce language anxiety.

B. UNDERSTANDING LANGUAGE ANXIETY

1. What is Language Anxiety

a. Defining anxiety

Brown (1994:141) defined that "anxiety is associated with feeling of uneasiness, frustration, self doubt, apprehension, or worry". According to Joyce and Weil (1980:404), anxiety is accompanied by muscular tension such as a feeling of discomfort in the stomach or the clenching of the jaw.

Horwitz (1986:125) said that "anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Horwitz and Young in Fatih (2013:146), stated that Anxiety is described as an uncomfortable emotional state in which one perceives danger, feels powerless and experiences tension in preparation for an expected danger. Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object (Hilgard and Atkinson in Muhammad Tanveer, 2007:3)

b. Defining Language Anxiety

Maclntyre and Gardner in Davies and Elder (2006:540-541) proposed that language anxiety occurs at each of the three principal stages of the language acquisition process. In the input stage, anxiety is a function of the learner's ability to handle unfamiliar external stimuli, in the central processing stage it is aroused when the learner attempts to store and organize input, and in the output stage, anxiety occurs as a result of the learner's attempts to retrieve previously learned material. In each stage, anxiety can inhibit the functioning of the key processes.

Relating to language anxiety, Gardner and MacLyntre in Arnold (1999:63) said that language anxiety is fear or apprehension occurring when a learner is expected to perform in the second or foreign language. Language anxiety ranks high among factors influencing language learning, regardless of whether the setting is informal or formal.Gardner and MacIntyre in Rebecca Humphries (2011:66) defined language anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning".

Language anxiety, as an effective factor that affects achievement in second language is a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of language learning process (Horwitz and Young in Fatih Yavuz, 2013:146). Meanwhile, Gardner and MacIntyre in Fatih Yavuz et al, 2013:146) describes it as the apprehension experienced when a situation requires the use of second language with which the individual is not fully proficient. Based on the definitions above, it can be said that language anxiety is a discomfort feeling when someone following foreign language class.

2. The Kinds of Anxiety

Psychologists make a distinction between three categories of anxiety: *trait anxiety, state anxiety, and situation-specific anxiety*.

a. Trait Anxiety

Trait anxiety is relatively stable personality characteristic, 'a more permanent predisposition to be anxious (Scovel in in Muhammad Tanveer, 2007:4). Eysenck in Piniel Katalin (2006:40) said that trait anxiety is a personality trait.

b. State Anxiety

According to Spielberger in Muhammad Tanveer (2007:4), *State anxiety* is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test. MacIntyre in Piniel Katalin (2006:40) said that State anxiety is apprehension experienced at a particular moment in time. state anxiety is an apprehension that is experienced at a particular moment in time as a response to definite situation (Ellis in Fatih Yavuz et al., 2013:147). Those who are able to perceive situations as being threatening are said to have *state anxiety*, a social type of anxiety that occurs under certain conditions (Scovel in Rochelle Irene Lucas et al, 2011: 98).

c. Situation-specific anxiety

Situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties (Gardner in Tanveer, 2007:4). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis in Tanveer, 2007:4). Situational anxiety is anxiety experienced in a well-defined situation. Situation-specific anxiety is related to apprehension aroused at specific situations and events (Ellis in Yavuz, 2013:146). Situation-*specific anxiety* is caused by specific situation or event such as public speaking, examinations or recitations (Scovel in Lucas, 2011:98).

Some experts further differentiate the concept of anxiety by distinguishing between *cognitive* (worry) and *affective* (emotional) components of anxiety. As posited by Deffenbacher, anxiety produced by cognitive interference (e.g. learning challenges) is due to extreme instances of worry and not the arousal of anxiety. Therefore, this cognitive anxiety type associated for instance, classroom learning is rarely facilitative that is the learners has to struggle in order to change their perspective with the new learning task (Lucas, 2011:98).

Kleinmann in Rebbeca Humphries (2011:66) split anxiety into two separate constructs, facilitating and debilitating anxiety, with the former an asset to performance and debilitating anxiety detrimental to performance. FLA itself can have contradictory effects on language learning, and as such literature mentions both debilitating and facilitating types of anxiety, where debilitating anxiety poses an obstacle to language learning, whereas facilitating anxiety facilitates or fosters it. Although both types exist, studies have mostly concentrated on the former.

Besides, some researchers like Scovel examine Alpert and Haber's observation between *facilitating* and *debilitating* anxiety. The first motivates learners to fight the new learning task, making them to expend extra efforts to overcome their feelings of anxiety although according to Horwitz, this only happens in the accomplishment of simple tasks learning task. The latter prompts the learners to „flee" from the learning task to avoid feelings of anxiety. Williams in Katalin (2006:40) argues that the distinction between these other two types of anxiety may correspond to the intensity of anxiety with low anxiety state having a facilitating function and high anxiety state

having a debilitating effect. Moreover, he also suggests that these two kinds of anxiety may sometimes cancel each other out which may result in no apparent effect on achievement.

3. The Causes of Anxiety

This section describe the factors that cause language anxiety.

Horwitz et al. in Muhammad Tanveer (2007:11-14) considering language anxiety with relation to performance evaluation within academic and social contexts, it consists of: (1) communication apprehension (CA); (2) test anxiety; (3) fear of negative evaluation. Due to its emphasis on interaction, McCroskey in Muhammad Tanveer (2007:11)said that the construct of communication apprehension is also relevant to the conceptualization of foreign language anxiety.

a. Communication Apprehension (CA)

Horwitz et al. in Muhammad Tanveer (2007:11-12) define communication apprehension (CA) as "a type of shyness characterized by fear or anxiety about communicating with people". Most of the research in this area is based on McCroskey's conceptualization of CA as"an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons".

Communication anxiety may be specific to just a few settings (e.g., public speaking) or may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life (Tanveer, 2007;12). Learners' personality traits such as shyness, quietness, and reticence are considered to frequently precipitate CA. These feelings of shyness vary greatly from individual to individual, and from situation to situation.

McCroskey and Bond in Muhammad Tanveer (2007:12) found seven factors that could result in a quiet child (this can equally offer explanation of adult CA); (1) low intellectual skills, (2) speech skill deficiencies, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, (7) ethnic/cultural divergence in communication norms. While communication apprehension is but one of these factors, the others can lead to communication apprehension.

b. Test Anxiety

An understanding of test anxiety is also pertinent to the discussion of foreign language anxiety. Test anxiety, as explained by Horwitz et al. in Muhammad Tanveer (2007:13-14) "refers to a type of performance anxiety stemming from a fear of failure". Test anxiety is quite pervasive in language cla ssrooms because of its continuous performance evaluative nature. Unfortunately, for highly anxious students, second/foreign languages, more than any other academic subject, require continual evaluation by the instructor – the only fluent speaker in the class. It is also important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously insusceptible students.

According to Sarason in Arnold (1999: 64), "test anxiety can be part of social anxiety, particularly in an evaluative situation where the student is asked to communicate in the target language. However, test anxiety can occur in no communicative situations, too". Test anxiety is 'the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation, regardless of whether the fears are realistic. Students with test anxiety frequently

experience cognitive interference and have a difficult time focusing on the task at hand.

c. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (*test anxiety)* of second/foreign language anxiety because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class (Tanveer, 2007: 14). It is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well Horwitz et al. believe that, although communication apprehension, test anxiety, and fear of negative evaluation provide useful conceptual building blocks for a description of second/foreign language anxiety, it is more than just the conglomeration of these three components: "we conceive foreign language anxietyas a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". What makes language learning a distinct and unique process is its interaction with the concept of 'self'.

Yavuz et al (2013:4) stated that second language anxiety has three varieties: *Communicative apprehension* occurs when learners have immature communication skills although they have mature ideas and thoughts. It is a fear about real communication with other people. *Fear of negative evaluation* occurs when second language learners feel that they are not able to make the proper social impression. It is an apprehension about others' evaluation, avoidance of evaluative situations, and the expectation. Conclusively, *test anxiety* is an apprehension over academic evaluation. It is a fear of failing in test situations and an unpleasant experience held consciously or unconsciously by learners in many situations. It is a type of anxiety concerning apprehension over academic evaluation which comes from a fear of failure.

Similarly, Rochelle Irene Lucas et.al (2011:102) stated that language anxiety caused by the three following factors: *communication apprehension*, *fear of negative evaluation, and test anxiety*. *Communication apprehension* is characterized by fear and anxiety in communicating with people. Difficulty in speaking in public, listening or learning a spoken utterance are all manifestations of communication apprehension. This type of anxiety in learning a second language is derived from the learners‟ personal knowledge that they will have difficulty understanding others and making themselves understood. Learners suffering from communication apprehension choose to keep silent in their English classes.

Test anxiety is a type of performance anxiety which is caused by fear of failing a test. Test anxious students often put unrealistic demands on themselves. Test anxiety is considered to be one of the most important aspects of negative motivation which will affect learning. This type of fear is defined as an unpleasant feeling or emotional state that has both physiological and behavioral concomitants and that is experienced by the anxious learner when taking formal test or other evaluative situations.

Fear of negative evaluation is the apprehension about other people‟s evaluations. This may also include avoidance of evaluative situations and the expectations that others might evaluate them negatively. It may also include the student‟s fear inside the English classroom where factors such as learning activities, teacher‟s methodology and even peer pressure may contribute to novice language learners‟ anxieties.

Meanwhile, Still in Rochelle Irene Lucas et.al, Young outlined the three sources of foreign language anxiety into three categories: sources associated with the *learner*, the *teacher* and the *institution*. Anxieties related to the learner which eventually cause anxiety include low self-esteem, competitiveness, self-perceived low level of ability, communication apprehension, lack of group membership and attitudes and beliefs about language learning. With teacher factors, judgmental teaching attitude and a harsh manner of teaching are related to anxieties with the teacher. Palacios in Rochelle Irene Lucas et.al (20011:99) stated that factors such as lack of teacher‟s support, unsympathetic personality of the teacher and lack of time for personal attention does not help learners to cope in their new language learning environment.

Ando in Rochelle Irene Lucas et.al (2011:99-100) also added that having a native speaker for a teacher can cause anxiety as the teacher may lack sensitivity of the learning process and difficulties of the non native learners. Learning and teaching styles pose as potential sources of language anxiety. If the instructor's teaching style and the students' learning styles are not compatible, "style wars" can trigger more anxiety on the part of the learners.

Lastly, institutional anxiety can be traced to the list of classroom activities (activities „suggested‟ by the curriculum) that the language learners perceive as anxiety-producing. These may include: (a) spontaneous role playing; (b) speaking in front of the class; (c) oral presentations and report; and (d) writing task on the board.

4. Foreign Language Classroom Anxiety Scale

Foreign Language Classroom Anxiety Scale designed by Horwitz et al (1986:125-132). It is an instrument that can be used to measure FLCA. It is a questionnaire consist of 33 items scored on five-point Likert Scale. Responses range from 5 for strongly agree (SA), 4 for agree (A), 3 for neither agree nor disagree (N), 2 for disagree (D), and 1 for strongly disagree (SD). The Foreign Language Classroom Anxiety Scale can be seen as follow.

NO	ITEM OF QUESTIONNAIRE	SA	A	N	D	SD
1.	I never feel quite sure of myself when I am speaking in my foreign language class.					
2.	I don't worry about making mistakes in language class.					
3.	I tremble when I know that I'm going to be called on in language class.					
4.	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5.	It wouldn't bother me at all to take more foreign language classes.					
6.	During language class, I find myself thinking about things that have nothing to do with the course.					
7.	I keep thinking that the other students are better at languages than I am.					

8.	I am usually at ease during tests in my language class.					
9.	I start to panic when I have to speak without preparation in language class.					
10.	I worry about the consequences of failing my foreign language class.					
11.	I don't understand why some people get so upset over foreign language classes.					
12.	In language class, I can get so nervous I forget things I know.					
13.	It embarrasses me to volunteer answers in my language class.					
14.	I would not be nervous speaking the foreign language with native speakers.					
15.	I get upset when I don't understand what the teacher is correcting.					
16.	Even if I am well prepared for language class, I feel anxious about it.					
17.	I often feel like not going to my language class.					
18.	I feel confident when I speak in foreign language class.					
19.	I am afraid that my language teacher is ready to correct every mistake I make.					
20.	can feel my heart pounding when I'm going to be called on in language class.					
21.	The more I study for a language test, the more con- fused I get.					
22.	I don't feel pressure to prepare very well for language class.					
23.	I always feel that the other students speak the foreign language better than I do.					
24.	I feel very self-conscious about speaking the foreign language in front of other students.					
25.	Language class moves so quickly I worry about getting left behind.					
26.	I feel more tense and nervous in my language class than in my other classes.					
27.	I get nervous and confused when I am speaking in my language class.					
28.	When I'm on my way to language class, I feel very sure and relaxed.					
29.	I get nervous when I don't understand every word the language teacher says.					
30.	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					

31.	I am afraid that the other students will laugh at me when I speak the foreign language.					
32.	I would probably feel comfortable around native speakers of the foreign language.					
33.	I get nervous when the language teacher asks questions which I haven't prepared in advance.					

The 33 items of questionnaire is categorized as the causes of anxiety that can happen among foreign language learners. The factors consist of communication anxiety, fear or negative evaluation, test anxiety, and anxiety in English classroom classeses.

No.	Cause of Language Anxiety	Questionnaire Number
1	Communication Anxiety	1, 9, 14, 18, 24, 27, 29, 32
2	Fear or Negative Evaluation	3, 7, 13, 15, 20, 23, 25, 31, 33
3	Test Anxiety	2, 8, 10, 19, 21
4	Anxiety in English Classroom Classeses.	4, 5, 6, 11, 12, 16, 17, 22, 26, 28, 30

Meanwhile, Ay Sila, was first modified the questions to separate the skilss and then translated into Turkish. It was also simplified because the original scale was designed for adult students. The scale administered consisted of a total of 20 questions, four each on speaking, listening, reading, writing, and grammar skills, respectively. The Modified Version of Foreign Language Classroom Anxiety Scale (FLCAS) can be seen as follow (Sila, 2010:91).

1. I feel quite sure of myself when I am speaking in my foreign language class.
2. It frightens me when I don't understand what the teacher is saying in the foreign language.
3. It embarrasses me to volunteer answers in my reading class.
4. I keep thinking that the other students are better at writing than I am.
5. I am afraid that my language teacher is ready to correct every grammar mistake I make.
6. I start to panic when I have to speak without preparation in language class.
7. I would not be nervous listening in the foreign language to native speakers.
8. The more I study for reading, the more confused I get.
9. I feel overwhelmed by the number of rules you have to learn to write in a foreign language.
10. I don't worry about making grammar mistakes in language class.
11. I always feel that the other students speak the language better than I do.
12. Even if I am well prepared for listening, I feel anxious about it.
13. When I'm in reading class, I feel very sure and relaxed.
14. It would bother me to take more writing class.
15. Grammar class moves so quickly I worry about getting left behind.
16. I am afraid that the other students will laugh at me when I speak the foreign language.
17. I get nervous when I don't understand every word the language teacher says.
18. I get nervous and confused when I am reading
19. I feel confident when I write in foreign language class.

20. In language class, I can get so nervous I forget the grammar rules I know.

5. The Ways to Reduce Language Anxiety

Eventhought language anxiety has a bad impact for the foreign language learners, it can be diminished. Teachers can use some suggestions to reduce it as Oxford's suggestions. According to Oxford (1999:67) that using the suggestions teachers can enable students to deal more effectively with language anxiety. The suggestions are as follow.

1. Help students understand that language anxiety episodes can be transient and do not inevitably develop into a lasting problem.
2. Boot the self-esteem and self-confidence of students for whom language anxiety has already become a long-term trait by providing multiple opportunities for classroom success in the language.
3. Encourage moderate risk taking and tolerance of ambiguity in a comfrtable, non threatening environment.
4. Reduce the competition present in the classroom.
5. Be very clear about classroom goals and help students develop strategies to meet those goals.
6. Give students permission to use the language with less than perfect performance.
7. Encourage students to relax through music, laughter or games.
8. Use fair test with unambiguous, familiar item types.
9. Help students realistically assess their performance.
10. Give rewards that are meaningful to students and that help support language use.
11. Provide activities that address varied learning styles and strategies in the classroom.
12. Enable students to recognize symptoms of anxiety and identify anxiety maintaining beliefs.
13. Help students practice positive self talk (self encouragement) and cognitive reframing of negative or irrational ideas.

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Students' Perceptions of Using Mobile Phones and Smart Phones in Language Learning

Pahmi
The University of Manchester
pahmi_be@yahoo.com

ABSTRACT

The purpose of this research was to find out students' perceptions of using mobile phones and smart phones in language learning. This qualitative research involved two undergraduate students of English education at Riau University, Indonesia. Semi-structured interviews through chatting on Facebook were used as data generation tool.The findings show that the students perceive mobile phones and smart phones as beneficial device to help them learn English.Two themes emerged from the chat interview, namely the advantages and challenges in using mobile devices to support students' learning activities. Such devices create more learning opportunities in the areas of accessing information quickly, variety of ways to learn (doing task, practicing English, self-taught, vocabulary), flexibility in time and place, communication and content collaboration, and improving four skills. However, the students also mention several challenges in using such devices such as device as distraction, unsupported phone, and overload content. It can be seen from the findings that mobile devices are really beneficial to help students learn. But some strategies need to be formulated in order to counteract the challenges so that the use of mobile phones and smart phones improves the quality of students' language learning in the future.

Keywords: students' perceptions, language learning, mobile learning

1. INTRODUCTION

In Indonesia English is taught in all levels of education. It is even learnt by employees. However, not all English learners can use it in daily communication even though they have been studying it for a long time. Some factors might be behind this issue. Hedge (2000) argues that class size could affect the success of language learning. In addition, existing curriculum can be the problem as mentioned byMappiasse & Sihes (2014). They further identify the problems as follows:

- lack of time for English lesson
- inadequate resources and instructional materials
- lack of motivation by the stakeholders and open display of disgust for the language by students
- overcrowded classrooms
- lack of continuous development programs for teachers

As known already that Indonesian students have little exposure to English due to the fact that English is a foreign language. On the other hand, the presence of English in the community will benefit the students since students will have greater opportunities to practice their English (Hedge, 2000). The reasons of such little exposure especially in non-English speaking countries are "the absence of an English context, deficiency of

good spoken English examples, and excessive dependence upon traditional teaching techniques" (Cheon, 2003; Shadiev et al., 2015; Tsou, 2005, cited in Hwang et al., 2015).

In order to provide more opportunities for students, using technology can be the answer. Moreover, our lives cannot be separated from technology. We use many types of technology such as computer, laptop, mobile phone, smart phone, tablet, etc. All these technologies are really useful for us. They surely affect our live. It also applies in educational sectors. Many educational institutions have been investing their funding to provide technology to support teaching and learning process. In Indonesia, especially in big cities, it is common to see schools having computer labs accompanied with projector.

Specifically mobile phone and smart phone, the ownership is widespread. Even in modern professional and social contexts, Attewell (2005) cited in Herrington et al. (2009) state that the widespread use of mobile devices has overtaken the spread of personal computers. In fact, the estimation of International Telecommunication Union shows that there are more than 7 billion mobile cellular subscriptions by end 2015 worldwide. These devices play an important role in our lives with the features such as for calling, texting, camera, audio and video recording, Internet browsing, and many more. These features make our lives easier. The devices have become very important to communicate and do social activities (Funk, 2004, cited in De-Marcos et al., 2010). We can communicate in an easy way through phone call or text, or get latest news through reading on the Internet.

In educational sector, teaching and learning with the use of mobile technologies gains popularity. The low cost compared with other media such as computer (Kukulska-Hulme, 2005) is one of the reasons for teachers to incorporate these technologies. The most standout cause might be the ability of the devices to facilitate teaching and learning anywhere anytime. As a result, students can be exposed to English more often. They can access learning materials easily on the phone, browse the Internet, practicing English with classmates, and many more activities they can do in learning English using mobile technologies.

There are many benefits of using these technologies. Kukulska-Hulme (2006) in Duman, Orhon, & Gedik (2014) states the potential of mobile devices to enhance language learning. Griva, Semoglou, &Geladari (2010) and Kinzie& Joseph (2008) in Hwang et al (2015) point out that real communication, interaction and feedback, and collaborative learning can be provided by making use of mobile technology and games. Furthermore, it can be used as a complement to provide more learning opportunities, not as a full replacement towards learning that takes place in the classroom or learning with other technologies (Liaw, Hatala, & Huang, 2010).

Easy access of the Internet has brought good impacts to our lives, not to mention to the development of education. It offers new ways of communication between teachers and students (Evans, 2008). Moreover, the Internet can be accessed on mobile phone owned by students. They do not need to rely on the computer like a few years ago. De-Marcos et al (2010) emphasize two essential features of mobile learning, namely being mobile and any kind of handheld device. Evans (2008) argues that mobile devices enable students to study regardless of location such as on the bus, at work, train, etc.

2. LITERATURE REVIEW

Mobile learning seems to evolve rapidly in some countries because it makes teaching and learning possible to take place anywhere anytime which might not be able to occur if using other media. The teaching and learning process can take place while the teachers and students are on the bus, on the train, before going to the bed, and so forth. Therefore, teaching with the use of mobile technologies gains popularity among educators.

There seems to be no fixed definition of mobile learning. However, most scholars are in line that mobile learning can be defined as teaching and learning that takes place anywhere anytime supported by mobile devices such as mobile phones, smart phones, tablet, media players, and PDAs (Kukulska-Hulme, 2005; Poore, 2013; Duman, Orhon, &Gedik, 2014).The definition should also capture the ability to learn using mobile devices in the context of both formal learning in the classroom and informal and formal learning outside the classroom (Hockly, 2012). In their paper, Deriquito & Domingo (2012) define mobile learning "to the use of mobile phones to access learning resources and materials, and to serve as a tool for teaching and teacher development".

2.1 Mobile Assisted Language Learning

Due to the popularity of mobile technologies with many benefits to improve education, using mobile devices in language classroom has been common in many places. Begum (2011) defines Mobile Assisted Language Learning (MALL) as a way of enhancing language learning by making use of mobile devices. It is learning supported by the use of mobile technologies such as mobiles phones, MP3 /MP4 players, PDAs and palmtop computers (Kukulska-Hulme & Shield, 2008). Mobile devices can be used in language classroom easily since these devices are portable, small, smart, and most importantly comfortable to use (Mehta, 2012).

MALL enables learners to experience language learning activities which are "rich, real-time, collaborative, and conversational experiences, both inside and outside the classroom" (Duman, Orhon, &Gedik, 2014). Mobile learner is something to do with "learner mobility" (Kukulska-Hulme, 2005) which means h/she can participate in the learning process when not at fixed places such as on the bus, on the train, and so forth.

It is teachers' decision how to design the learning activities. Gromik (2012) argues that "It is up to teachers to develop activities that combine project-based language learning with cell phone technology". Kukulska-Hulme (2005) states designing activities for learners using mobile technologies can be challenging for teachers. He further points out that when deciding to use mobile phones to support teaching and learning process, it is important for teachers "to describe how, where and when learners will be undertaking learning activities".

In addition, most mobile phone at the moment has many features that allow the users to do some activities such as taking pictures, making voice recordings or short videos, playing games, sending messages, listening to music, watching audio-visual material, using dictionaries or language apps, engaging with social-networking and making regular calls, etc. Gromik (2012) argues that "Cell phone-based learning, due to the many features available, allows its owner to become an active producer of content". For outside activities, teachers can recommend apps to students as suggested by Poore (2013). Doing so enables students to use the apps either inside the classroom and outside to as extension learning activities.

2.2 Previous studies about mobile learning

Gikas& Grant (2013) conducted a study about student perspectives on learning with mobile phones, smart phone and social media. The participants were students from three universities in the US. Focus group interviews were used to collect the data. The findings show that the participants have good perceptions relating to the use of mobile devices. The themes emerged from the study were advantages and challenges of using mobile devices in learning.

The advantages mentioned in Gikas& Grant (2013) study are:

- accessing information quickly
- communication and content collaboration
- variety of ways to learn
- situated learning.

However, teachers need to consider some challenges which might occur when incorporating mobile devices in their teaching. Several challenges Gikas& Grant found are as follows:

- anti-technology instructors in other classes
- device challenges
- devices as a distraction.

2.3 Benefits of using mobile technologies

With mobile devices on their hand, students can easily access information. The information can be about knowledge resources (Liaw, Hatala, & Huang, 2010) or specifically language learning materials (Mehta, 2012) which can be facilitated with mobile technologies. A sample activity can be accessing learning material on Internet to improve listening skills (Nah, White, & Sussex, 2008). In addition, mobile technologies provide easy access to lessons and can improve students' engagement (Begum, 2011) through their interaction either with teachers or with other students. Ally et al (2014) suggest that students can "access information that they can take back to school and apply to their courses. They can also access information they find interesting to share with others and to improve themselves".

Mobile technologies enable students to learn English in a variety of ways. Several activities students can do include using online dictionaries, developing reading and speaking skills, practicing pronunciation using mobile recording feature, taking pictures for task, browsing for doing research, etc (Begum, 2011). For outside activities, teachers can recommend apps to students as suggested by Poore (2013).

Communication and interacting with other language learners can be facilitated through technology (Stanley, 2013) such as on mobile phone. The communication can also be between teachers and students (Fazeena&Hewagamage, 2011). It will be able to enhance learning efficiency (Kim, 2006, cited in Park, Nam, & Cha, 2012) because the activity can be used to support teacher-learner and learner-learner communication and collaboration (Deriquito& Domingo, 2012).

The communication can utilize chat feature. In their review regarding the use of technologies, Golonka et al. (2012) listed chat as one of effective technology types in terms of synchronous computer-mediated communication to be used to support foreign language teaching. The effectiveness can be seen from the study by Kern (1995), Sullivan & Pratt (1996) cited by Golonka et al. (2012) where "many FL students are

more likely to communicate through chat than in the traditional large group, face-to-face classroom".

Mobile phones allow learners to experience individual and collaborative learning (Kukulska-Hulme, 2005). Sample activities for individual learning can be accessing learning materials, practicing pronunciation using voice recorder, etc. It is necessary for language teachers to encourage and facilitate students to be independent as suggested by Pinkman (2005). Student-centered might occur (Deriquito& Domingo, 2012) because mobile learning offers more personalized and self-directed learning. Providing an opportunity for students to learn English both inside and outside the classroom leads to what Hedge (2000) calls 'self-directed learners'. A study by Liaw, Hatala, & Huang (2010) involving 152 participants suggests that there are several factors affecting the participants' acceptance towards mobile learning. The affordances offered by mobile learning which can encourage learners' autonomy as well as interaction and communication are two of the factors.

Mobile learning also refers to "the mobility of the learner" (Sharples, 2006, cited in Kukulska-Hulme & Shield, 2008). Students can move from one place to another place using mobile devices to support their learning. In addition, mobile learning allows students to be actively involved in activities that are close to surroundings (Kukulska-Hulme et al., 2009).

Mobile technologies enable students to experience informal learning (Kukulska-Hulme and Traxler, 2007, cited in Kukulska-Hulme et al., 2009). Students can acquire knowledge not only in the classroom but also outside. It can be any knowledge and skills acquired through mobile technology (Geddes, 2004, p. 1, cited in Liu, Li, & Carlsson, 2010).

Ally et al (2014) state that using mobile technologies will enable teachers to shift from being a lecturer to facilitator of learning as long as they know how to make use of the technologies. Being a facilitator should not only be in the classroom but also outside. Therefore, teachers can facilitate formal learning in the face-to-face meeting and outside as external learning activities. Hockly (2012) argues that the main concern should not about where mobile learning takes place, but what teachers can do to explore the affordances mobile learning offers. Moreover, Gikas& Grant (2013) argue that "Mobile computing devices can be used as the bridge between formal and informal learning opportunities".

Students can also learn collaboratively by sharing ideas with other learners on the phone. Based on the observation done by Switzer and Csapo's (2005) cited in Herrington et al. (2009), it shows that collaboration and sharing among peers are the benefits offered by mobile technologies. Gikas& Grant (2013) point out, "Mobile devices provide learners opportunities to collaborate, discuss content with classmates and instructors, and create new meaning and understanding". Therefore, teachers should provide the students more opportunities to interact. The interaction can be with content, teacher, and classmates (Moore, 1989, cited in Markett et al., 2006). Interaction between students with teachers or peers can also stimulate and maintain students' interest and motivation (Prammanee, 2003, cited in Markett et al., 2006). Furthermore, Ally et al (2014) provide an example how teachers can do some activities online via mobile phone. They say, "Teachers can easily update learning materials that are in electronic format and can share them with learners immediately".

In their review about mobile learning, Naismith et al. (2007) describes "six broad theory-based categories of activity" relating to learning with the use of mobile

technology. Three of those are collaborative, informal and lifelong, learning and teaching support.

- Using mobile devices can provide some activities which enable students to learn collaboratively.
- Mobile devices can facilitate learning activities with no restrictions of place and time.
- Mobile devices can be used for both teachers and students. Teachers can use it for a variety of activities such as providing course material, assignment information, etc.

One of the most well-known benefits mobile learning brings is the flexibility where learners can study without having to worry about restrictions of time and space (Chen & Chung, 2008). They can study whenever and wherever. Students can access learning content and even communicate with classmates and teachers anywhere and anytime (Cavus, Bicen, &Akcil, 2008; Shuler, 2009, cited in Gikas& Grant, 2013). Moreover, mobile learning can be a solution for those who do not have enough time to learn in face-to-face meetings (Collins, 2005, cited in Nah, White, & Sussex, 2008). A study by Gromik (2012) shows the participants agreed to use mobile phone in studying English with a number of reasons. Being able to be mobile learners was one of them. Using the device allows them to learn anytime anywhere.

2.4 Challenges of using mobile technologies

Even though mobile devices offer many benefits which can enrich students' learning activities, Kiernan & Aizawa (2004) argue that teachers might consider mobile phones as problems in the classroom. There are several challenges commonly appearing when integrating mobile devices. Some technical challenges emerging in several studies concerning the use of mobile devices include the small screen of the device (Aamri& Suleiman, 2001; Begum, 2011; Deriquito & Domingo, 2012).

In their study, Deriquito & Domingo (2012) reveal several challenges teachers in the projects encountered in relation to using mobile technologies in their contexts. Some of the challenges mentioned in the study include limited telecommunications and electrical infrastructure, doubts about mobile phones as an educational tool, SMS limitations, etc. Weak mobile phone signals and limited electrical power are the problem found in the study. It is true in many remote areas where electricity is one of the major problems. Therefore, they get difficulty in charging their phone. Then teachers, students, school and even communities still believe that mobile phone is only supposed to be used for communication and entertainment, not for learning purpose. Also the character is limited, small screen, high cost. The report in the project showed how the students tended to receive the learning material from the teachers without wanting to reply due to the cost consideration.

The challenge in using mobile technologies can also be about teachers' attitude (Aamri & Suleiman, 2011). Many teachers see mobile phone as distraction (Begum, 2011). Using mobile phones in the classroom might distract students' attention from the lesson (Roschelle, 2003, cited in Markett et al., 2006). The finding of Aamri& Suleiman study illustrates how some students in the university tend to play video or music in the classroom which makes the classroom noisy and out of control. This of course causes distraction in the classroom. In addition, Kukulska-Hulme&Traxler (2007) mention one of the constrains when implementing mobile learning which is 'institutional practices'.

In Indonesia, actually in many educational institutions all over the world, using mobile phone is not common and even prohibited because it is considered a distraction.

2.5 Research question

To find out students' perceptions of using mobile phones and smart phones in language learning, one research question was formulated as follows:
What are students' perceptions of using mobile phones and smart phones in language learning ?

3. METHODOLOGY

This is a small scale study focusing on the topic of students' perceptions of using mobile phones and smart phones in language learning. It tries to explore the topic by answering one research question. A qualitative research method is used. This approach is appropriate to find out students' views about using mobile phones and smart phones in language learning. The data were collected by asking the participants general questions, and then the data was analyzed to get the themes.

3.1 Participants

The participants of this research are two undergraduate students majoring English Education at the University of Riau, Indonesia. In choosing the participants, convenience sampling technique was applied where the participants are considered to be available for this research and familiar with the use of technology in language learning. In this report, the participants' real names were applied because they were happy for me to do so.

The first participant is Bela. She is currently in the 8th semester. Based on her explanation during the interview, she has been familiar with the use of technology in language teaching and learning. She said that most of the time her teachers use computer in the classroom. In addition to computer, she is also familiar with mobile phone because she has one. She sometimes uses her mobile phone to learn English. I will discuss about her activities with her phone in relation to language learning more in the findings.

The second participant is Nurjamaliah. Right now she is in the same semester as Bela. Just like Bela, Nurjamaliah is also familiar with technology. She also admitted that her English teachers normally present the material using computer. The same as Bela, Nurjamaliah also owns mobile phones. She sometimes uses her phone to support her learning such as to read online articles for some references.

3.2 Data Collection

The data were collected by making use of computer-mediated communication (CMC) as suggested by Mann & Stewart (2000). The data were collected in March 2015. The participants were informed that they could choose to do the semi-structured interview either via Skype or via Facebook. Both of them chose to do interview in written chat on Facebook. The date and time for the interviews were set up in accordance with the participants' convenience. They were interviewed individually. The interview with Bela was on 25 March 2015, and on 27 March 2015 with Nurjamaliah.

3.3 Data Analysis

In analyzing the data I was informed by Creswell's discussion of approach to analysis (2008). He describes two stages of data analysis in a qualitative study, namely data exploration and data coding.

In the process of data exploration, I firstly imported the data from interview chat on Facebook Messenger into Microsoft Word. I read the data as a whole to get a general idea of what each of the participants said in answering the interview questions. I read the transcript many times.

The next stage is data coding. It is defined as "the process of segmenting and labeling text to form descriptions and broad themes in the data" (Creswell, 2008). It is the time to explore more details of the data and begin to establish themes in them. I put the transcripts of each participant into a table of data analysis. The table consists of interview questions, participants' answers, and coding which contains two additional columns; main themes and sub themes.

4. FINDINGS AND INTERPRETATIONS

In presenting the findings, narrative method is used because as Creswell (2008) points out, narrative form can be used to present a detailed summary of data analysis in a qualitative study. From the interview, I found out that both of the participants are not really exploring the potential of mobile phones and smart phone to support their English learning. However, they described some activities they usually do with their phone. Those activities can be considered as using mobile phones and smart phone to support their learning. Based on the interview results, two themes emerged which are advantages and challenges of using mobile phones and smart phones in language learning.

In deciding the themes, I adopted several themes emerged from the study conducted by Gikas& Grant (2013) about some advantages of using mobile devices in learning. The themes I adopted from their study are about the advantages (accessing information quickly, variety of ways to learn, communication and content collaboration) and challenge (device as distraction). I decided to do so because after analyzing the data I got from the interview chat, the responses given by my two participants were about the same themes as the finding in Gikas& Grant study. For the other themes in my study, I just made them based on the responses of my participants.

4.1 Advantages of using mobile phone and smart phone in language learning

Both of the participants have the same perceptions that mobile phone and smart phone provide some advantages to support their language learning. The advantages include accessing information quickly, variety of ways to learn (doing task, practicing English, self-taught, vocabulary), flexibility in time and place, communication and content collaboration, and improving four skills.

Accessing information quickly

One of the advantages provided by mobile device is enabling students to access information about campus stuffs quickly. When asked about the activities the participants always do with their phones, one of the participants said:

Bela : Chatting, online on Facebook, BBM, *checking related campus information on BBM group*

Variety of ways to learn: doing task

Mobile devices provide variety of ways for the students to learn, including in supporting them when doing task given by their teachers. Both of the participants agree that mobile devices can help them in doing task.

Bela : Yes. I sometimes read articles to get reference for my task

Nurjamaliah : Yeah, I sometimes just read English articles on phone for completing my task, not really for improving my English

From the extracts above, it can be seen that the two participants make use of their phone to read online articles with the purpose of completing their task. If students used to read articles on the computer or laptop, now they can do it using their phone which they bring anywhere. Therefore, mobile devices have great potential to support students in learning.

Variety of ways to learn: practicing English

Language learning can take place not only in the classroom, but also outside the classroom. Mobile devices can facilitate students to learn English outside. One of the participants described how she used her phone when chatting with her friend with the purpose of practicing her English.

Bela : I use both Indonesian and English, but more often use Indonesian. When I want to practice my English, I use English.

Another participant shares the same opinion by saying:

Nurjamaliah : Alright, I do agree that mobile phone has advantages for me when I'm learning English. I divided into two features of mobile phone that I use, first Internet access that I can go for browsing anything related to English articles, or others, then WA where I can do chatting with everyone to practice my English.

The responses above show how mobile devices can help students improve their English especially writing skill when chatting with friends. Furthermore, improving writing is not the only thing the students can do with their phone. Interestingly, both of the participants also use their phone to practice their pronunciation.

Bela : I have. Sometimes my teachers assign a task to record our voice. I also sometimes record my voice while reading English articles or magazine just to check my pronunciation

Nurjamaliah : I've ever used voice recorder *to record my pronunciation* and it's still bad

Variety of ways to learn: self-taught

Bela agrees that learning can be self-taught. She said that her phone has helped her a lot when learning at home because she can find any material she likes on the Internet using her phone.

Bela : Yes. Because language learning can be self-taught. With a phone which has internet access, I can find some online learning materials which can be used in my class.

Variety of ways to learn: vocabulary

Both of the participants perceive mobile phone as a useful device to enlarge their vocabulary. Electronic dictionary that they have installed on their phone makes them much easier to master vocabulary. Many times they find new words or they have come

across the words, but just forget the meaning of those words. If long time ago they had to bring their heavy dictionary so that they could find the meaning of the words, now they can look up the meaning using the electronic dictionary on their phone.

Bela : Then I can use an electronic dictionary when I do not know the meaning of certain vocabularies.

Nurjamaliah : second, Dictionary app that I can look for part of speech of a word

Flexibility in time and place

One of the great things mobile devices offer related to learning is about flexibility in time and place. Both of the participants are in line with this. Bela and Nurjamaliah describe how their learning becomes more flexible. Learning facilitated by phone can be done by them anywhere and anytime. It is so because the device is always with them. They always bring their phone to the class, to the market, before going to bed, and so forth. Therefore, they agree that students should use their phone effectively to support their English learning.

Bela : In addition, we always bring our phone anywhere and anytime. So we can learn English all the time.

Nurjamaliah : Yes, I can learn English and improve that everywhere and everytime. It didn't need special time whether we're in or outside of house, we're free to have eat and drink when doing the online class but still manageable.

Communication and content collaboration

When I asked the participants about the possibility of participating in online class via their mobile phone, both of them have the same perception. They think it will be a great idea. I mention one mobile app, LINE, which is popular in Indonesia. I asked what they think if their teachers set online class via LINE so that the students can learn English out-of-class as extension learning activities in addition to the face-to-face classroom activities.

Bela : I personally think it is a good idea so that the students can learn more not only in the classroom but also outside. For example if the teachers post something on the group, maybe a question to be discussed before face-to-face meeting. It means I can be more prepared to learn in the face-to-face meeting because I have got some ideas from the discussion on the group.

Improving four skills

Interestingly, one of the participants thinks that online class through LINE can improve four skills (speaking, listening, reading, writing). Bela perceives the online class through mobile device allows her to practice her English more. Explicitly, she illustrates her ideas by saying, 'For example when the teacher asks us to give written response related to specific questions, we practice our writing skill. It also applies to other skills because all the four skills are integrated'.

4.2 Challenges of using mobile phone and smart phone in language learning

Based on their experiences in using mobile phone to support language learning, Bela and Nurjamaliah mention some challenges when asked about the potential use of mobile phones and smart phones in language learning. The challenges include device as distraction, unsupported phone, and overload content.

Device as distraction

Using phone in the classroom is not common in many places all over the world. In Indonesia, most educational institutions prohibit the use of mobile phone during the learning process. Most teachers consider the mobile device as distraction. They do not want their students to play their phone during the teaching and learning process. This is also what Bela experienced. Although Bela realizes the potential of mobile phone to support her learning in the classroom, she faces a challenge. None of her teachers encouraged her and classmates to use phone in the classroom.
The following quote shows:

Bela : As far as I can remember, none of my teachers encourage us to do so. Maybe because they think mobile phone can distract us from the lesson

Unsupported phone

Another challenge when considering to set up online class for students is the issue of unsupported phone. Both Bela and Nurjamaliah describe this. They do not think all students have mobile phone which can install certain mobile app.

Bela : Also some friends might not play their phone regularly. It means they might not be able to participate in the discussion. Moreover, not all students have phone which can install such mobile app

Then when I mention if Nurjamaliah is interested in participating in online class via LINE in the future, she explicitly states her reason. She likes the idea because it will allow her and other students to have more exposure to English. But in line with what Bela said previously, Nurjamaliah also has fear that her phone will not support the activity since she just owns standard mobile phone. She wonders if she can install LINE into her phone.

Nurjamaliah : waww it sounds very great. I do want to have any apps for English learning, but I worry that my Nokia can't support it. Maybe I shoud try

Overload content

The third challenge that might occur if teachers set up online class via mobile app is in relation to overload content.

Bela : But many members on the group can be a problem, for example when chatting. The content can be overload. I have to read the discussion from the beginning until the end in order to understand what each member is talking. The problem is each of us must have some other activities, not just focus on the group discussion.

5. CONCLUSION

This study has shown students' positive perceptions of using mobile phones and smart phones in language learning. As a result, the research question is answered. They believe that mobile devices bring many advantages to support their learning both inside and outside the classroom. Mobile technologies can provide greater learning opportunities for students if teachers can make use of these technologies effectively. The technology is available, now "it is the instructor who must lead effective ways to implement devices in learning" (Gikas& Grant, 2013).

The findings inform me as an English teacher that the students in my context, Riau province, like the idea of learning by making use of mobile device. Therefore, I should find interesting activities which can provide fun and greater learning

opportunities in my future teaching practice. This small scale study can also be used to inspire fellow English teachers in Riau province to use mobile technologies to support language teaching and learning. The integration of mobile technologies can provide more opportunities for the students to learn English. Furthermore, the challenges emerged in this study can make me and other teachers more aware and find ways to counteract them when deciding to make use of mobile technologies.Future research can be to find out teachers' perception of using these technologies in their teaching. It is useful to see from both sides; students and teachers.

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Appendix 1

Interview Questions

Date of the interview :
Name of the interviewee :

Opening

1. What is your university major?
2. What semester are you?

Exploring students' perceptions of using mobile phones and smart phones in language learning

1. Do you have mobile phone or smart phone?
   Probing question:
   What features does your phone have? (SMS, Camera, video recorder, internet access, voice messeging, etc)
2. What activities do you usually do on your phone?
   Probing questions:
   a. Do you read online English newspaper on your phone (The Jakarta Post/Globe)?
   b. Do you send SMS in English from your phone?
3. Do you think mobile phone and smart phone can be used in learning English? Give your reason. (Reference: Fazeena, Hewagamage & Ekanayake, 2011)
   Probing questions:
   a. Have you ever used your phone to learn English at home or in the classroom?
   b. Do your teachers encourage you to use a mobile phone in and outside the classroom for language learning? Please give examples. (Aamri & Suleiman, 2011)
   c. Are you willing to install learning applications such as duolingo, dictionary, quizlet, etc to improve your English proficiency?
   d. Do you use the voice recorder of your phone to practice your speaking or pronunciation? (Reference: Begum, 2011)
   e. Can you describe the course where you used mobile computing devices? (Gikas & Grant, 2013)
   f. How did you interact with classmates/teachers using the device? (Gikas & Grant, 2013)
   g. What type of activities did you use the device for in your course?(Gikas & Grant, 2013)
4. What do you think if your teachers set up online class as an extension learning activity in addition to face-to-face meeting, for example using LINE?
   Probing questions:
   a. Would you like to participate in online discussion on your phone (via LINE)?
   b. Do you mind paying for Internet connection for your phones in order to learn English?
   c. Do you think you can improve your English skills (listening, reading, speaking, writing) by participating in online class on your phone? Any idea how your English skills can be improved?
   d. In your opinion, do you feel comfortable to learn English on your phone?

e. Do you prefer to read mobile message/ Email message on PCs? (Begum, 2011)

Closing
I think that is all. I will write up this interview and send it back to you for correction. You can add more information if you wish. Thank you very much for your participation.

Appendix 2

Data Analysis
1st Participant

Date of the interview : 25 March 2015
Name of participant : Bela

No	Questions	Answers	Coding	
			Sub themes	**Main Themes**
	Opening			
1	What is your university major?	English education		
2	What semester are you?	8th semester		
	Exploring students' perceptions of using mobile phones and smart phones in language learning			
1	Do you have mobile phone or smart phone?	I have a smart phone which has some features such as SMS, camera, voice recorder, browser, music, BBM, WhatsApp, dictionary, twitter, app world, etc		
2	What activities do you usually do on your phone?	Chatting, online on Facebook,BBM,**checking related campus information on BBM group**	Accessing information quickly	Advantage
	Probing: How about reading English articles on your phone?	Yes. **I sometimes read articles to get reference for my task**	More learning opportunities: doing task	Advantage
	Probing: Do you use Indonesian or English when chatting on BlackBerry Messenger?	I use both Indonesian and **English**, but more often use Indonesian	More learning opportunities: practicing English	Advantage

3	Do you think mobile phone and smart phone can be used in learning English? Give your reason. (Reference: Fazeena, Hewagamage & Ekanayake, 2011)	Yes. Because language learning can be self-taught. With a phone which has internet access, I can find some online learning materials which can be used in my class. Then **I can use an electronic dictionary when I do not know the meaning of certain vocabularies**. In addition, we always bring our phone anywhere and anytime. So **we can learn English all the time**.	More learning opportunities: vocabulary More learning opportunities: flexibility in time and place	Advantage
	Probing: When at home, have you ever used voice recorder on your mobile phone to practice speaking or pronunciation?	I have. Sometimes my teachers assign a task to record our voice. I also sometimes record my voice while reading English articles or magazine just to check my pronunciation	More learning opportunities: practicing pronunciation	Advantage
	Probing: How about in class? Have you ever used your phone to support your learning?	Sometimes I use my phone to find the meaning of new words using electronic vocabulary that I install on my mobile phone	More learning opportunities: vocabulary	Advantage
	Probing: Do your teachers encourage you to use a mobile phone in and outside the classroom for language learning? Please give examples. (Aamri & Suleiman, 2011)	As far as I can remember, none of my teachers encourage us to do so. Maybe because they think mobile phone can distract us from the lesson	Device as a distraction	Challenge

4	What do you think if your teachers set up online class as an extension learning activity in addition to face-to-face meeting, for example using LINE?	I personally think it is a good idea so that the students can learn more not only in the classroom but also outside. For example if the teachers post something on the group, maybe a question to be discussed before face-to-face meeting. It means I can be more prepared to learn in the face-to-face meeting because I have got some ideas from the discussion on the group. But many members on the group can be a problem, for example when chatting. **The content can be overload**. I have to read the discussion from the beginning until the end in order to understand what each member is talking. The problem is each of us must have some other activities, not just focus on the group discussion. Also some friends might not play their phone regularly. It means they might not be able to participate in the discussion. Moreover, **not all students have phone which can install such mobile app**	More learning opportunities: communication and content collaboration Overload content Unsupported phone	Advantage Challenge
	Probing: Do you think learning English on	I think so. Because we can practice our English	More learning opportunities:	Advantage

	your phone (participating in the online class set by your teachers using mobile app such as LINE, WA, or BBM) can help you improve your English skills (speaking, listening, reading, and writing)?	skills in the online discussion. For example when the teacher asks us to give written response related to specific questions, we practice our writing skill. It also applies to other skills because all the four skills are integrated	improving four skills	

Appendix 2

Data Analysis
2nd Participant

Date of the interview : 27 March 2015
Name of participant : Nurjamaliah

No	**Questions**	**Answers**	**Coding**	
			Sub themes	**Main Themes**
	Opening			
1	What is your university major?	My major is English education		
2	What semester are you?	I'm at 8th semester		
	Exploring students' perceptions of using mobile phones and smart phones in language learning			
1	Do you have mobile phone or smart phone?	I use Nokia Asha that has SMS, Camera, Internet, WA, and others standard features		
2	What activities do you usually do on your phone?	**SMS, chatting, listening to the music, reading articles, etc**		
	Probing: Can you elaborate the idea? So you read the articles on your phone? English articles?	Yeah, I sometimes just read English articles on phone ***for completing my task***, not really for improving my English	More learning opportunities: doing task	Advantage

3	Do you think mobile phone and smart phone can be used in learning English? Give your reason. (Reference: Fazeena, Hewagamage & Ekanayake, 2011)	Alright, I do agree that mobile phone has advantages for me when I'm learning English. I divided into two features of mobile phone that I use, first ***Internet access that I can go for browsing anything related to English articles***, or others, then***WA where I can do chatting with everyone to practice my English***. second, Dictionary app that I can look for part of speech of a word	More learning opportunities: reading English articles More learning opportunities: practicing English More learning opportunities: vocabulary	Advantage
	Probing: Anyway, does your phone have voice recorder? If it does, have you ever used it to record your voice with the intention of practicing your speaking or pronunciation?	**I've ever used voice recorder *to record my pronunciation* and it's still bad**	More learning opportunities: practicing pronunciation	Advantage
	Probing: Are you willing to install learning applications such as duolingo, dictionary, quizlet, etc to improve your English proficiency?	waww it sounds very great I do want to have any apps for English learning, but **I worry that my Nokia can't support it** maybe I shoud try	Unsupported phone	Challenge
	Probing: Do your teachers encourage you to use a mobile phone in and outside the classroom for language learning? Please give examples. (Aamri &	yaa, like Mrmasyhur that tell us to use more our phone to learn English such as usinng Skype and	More learning opportunities: vocabulary	Advantage

	Suleiman, 2011)	MrNababan asks us *to listen vocabularies from the app*		
4	What do you think if your teachers set up online class as an extension learning activity in addition to face-to-face meeting, for example using LINE?	it's very great idea. it will help us to keep in touch, esp for learning and using English... so here is the story MrNababandid't use it personally, cause his phone is just a standard one, but he know that smartphone could have dictionary with voice, while MrMasyhur has ever made Skype group but it didn't work well	Communication	Advantage
	Probing: So you've experienced learning through online class via Skype on your phone, but did not work well?	maybe other friends have Skype on their phone but not me, andI just have ever used skype on computer	Unsupported phone	Challenge
	Probing: Do you think learning English on your phone (participating in the online class set by your teachers using mobile app such as LINE, WA, or BBM) can help you improve your English skills (speaking, listening, reading, and writing)?	Yes, I can learn English and improve that everywhere and everytime. It didn't need special time whether we're in or outside of house, we're free to have eat and drink when doing the online class but still manageable	Flexibility in time and place	Advantage

Applying Mind Mapping Technique in Improving English Vocabulary Mastery of EFL Learners at the Arabic Education Department FTIK IAIN Palu

Abdul Gafur Marzuki
FTIK IAIN Palu
gbudiperwira@gmail.com

ABSTRACT

The aim of this study is to improve the EFL learners' English vocabulary mastery through the application of mind mapping technique. The study employed the Classroom Action Research Design. The subject of this study was 49 undergraduate EFL learners at the Arabic Education Department FTIK IAIN Palu *in 2014/2015 academic year. The data were collected through three research instruments: 1) vocabulary test, 2) observation sheet, and 3) field notes. This research was conducted in two cycles and each cycle was done in four meetings including the post cycle vocabulary test. The result of study shows that using Mind Mapping technique can improve the EFL learners' vocabulary mastery. This is proved by the improvement of the EFL learners' vocabulary test score results. In the first cycle, the average of the learners' who fulfill the criteria of success is 55.1% which means that only 27 learners from 49 samples can pass the minimum standard score. In the second cycle, the result of the test is proved to increase into 85.7% which means that 42 of 49 learners have been successful to fulfill the criteria of success. Based on the result of the data analysis, it can be concluded that the EFL learners' vocabulary mastery has been improved through the application of Mind Mapping Technique in the teaching of English.*

Keywords: Applying, Mind Mapping, Vocabulary Mastery

BACKGROUND

English has been the main language for communication among countries in the world. It grows exceedingly necessary for any country in taking parts in international communication. Rapid development of information technology and communication has turned the world into a global village. Such development and changes have caused social life and interaction cannot be merely restricted by territorial boundaries of a country.

Growing as a social phenomenon, English then turns as one of the compulsory subjects in the area of education in most countries. In response to this, Indonesia has been enforcing numerous efforts towards the use of English through education, where it is taught in every level of education in Indonesia.

Numerous studies and references reveal that the teaching of English at university level in Indonesia has not significantly showed a satisfactory result. While the curriculum demands the teaching of English should be taught intensively and in integrated ways, many English lecturer as well as the EFL learners has found out that mastering English vocabulary is difficult to acquire. Most of them have been confronted

to various problems dealing with mastering the English words thus made the teaching and learning of vocabulary mastery becomes challenging.

Facts found in the fields based on some research on English education reveal that the real problems faced by EFL learners may differ to some conditions. Many EFL learners do not know the meaning most of the English words. Some EFL learners may have difficulty to pass on ideas, events and experiences in English because of a limited knowledge range of the language. Others may have problems with understanding short texts or building grammatical sentences. Further, most EFL learners will simply stand their problems on their lack of English vocabulary mastery which impede them in organizing and communicating their opinion and thoughts whether in spoken or written form.

Realizing the importance of English has put it as significant subject in almost all study programs at universities. In the curriculum of the Faculty of Tarbiyah IAIN Palu, English is considered as an MKU (*Mata Kuliah Umum*) which cover the subjects of English 1 and English 2. They are classified as a compulsory subject for every Tarbiyah Faculty students. The subjects are taught in all departments at the faculty, they are: Pendidikan Agama Islam (Islamic Education), Manajemen Pendidikan Islam (Islamic Educational Management), Pendidikan Bahasa Arab (Arabic Education) and are offered in the first and second semester. Each subject has 2 SKS with 100 minutes of duration for each meeting. At present, the subject English 2 is oriented to academic objectives which demand the graduates are able to communicate in English to absorb information from articles or written sources from the entire world. It emphasizes on developing However, learners' achievement has not yet been satisfied enough. It is indicated by the learners' achievement which still lies far below the standard.

Based on her previous experience of being an English lecturer of the second semester of EFL learners at the Faculty of Tarbiyah IAIN Palu especially Arabic Education Department, the researcher found out that EFL learners mostly faced difficulties in learning English. One of the factors which contributed to the problem was the poor mastery of vocabulary knowledge. The EFL learners are lack of stock of the words. The EFL learners who have little knowledge of vocabulary will face some difficulties to understand the written language and oral language. English learners' competence will not improve very much when they are confronted with learning English grammar most of the time. Most improvement to it would be seen when the learners learn more words and expressions, since they can say very little with grammar, but almost anything with word. The EFL learners may get some difficulties in learning a language if they have limited number of vocabularies. Some experts argue that the success in mastering a language is determined by the size of the vocabulary one has learned. It is further emphasized that learner needs not only to learn a lot of words, but to remember them. To master all the language skills, vocabulary knowledge are important that have to be known by the EFL learners and the teachers of English should have a technique that makes the EFL learners interesting in learning vocabulary. There are many techniques of making the EFL learners interested in what they are learning especially in learning vocabulary. Brown (1994, p.48) states that techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well.

Based on that condition the factor that influence in English ability is the factor of the EFL learners itself and the factor of the lecturer (who doubles as an English lecturer). The factor of the EFL learners at Arabic Education FTIK IAIN Palu is that

EFL learners less imagine, express the ideas into English. EFL learners are not able to memorize vocabulary because EFL learners were less attention to spelling and meaning of the word what they know. While the factors EFL learners' vocabulary mastery of the lecturer factor is the lack of creativity of lecturers in using attractive media or techniques that can help EFL learners to be motivated to learn.

However, vocabulary learning which is combined with the use of media image is believed to be helpful to facilitate the EFL learners' mind. the media can help EFL learners' skills to improve and increase of vocabulary mastery. Experts assert that EFL learner needs not only to learn a lot of words but they have to remember them. To master all the language skills, vocabulary knowledge are important that have to known by the EFL learners and the lecturers of English should have a technique that makes the EFL learners interesting in learning vocabulary. There are many techniques of making the EFL learners interested in what they are learning especially in learning vocabulary. As Brown stated that techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with approach as well."

Memory sensory has important value in learning vocabulary. The EFL learners need balancing in usage of the left brain and right brain. Whole brain is needed by the EFL learners to think perfectly. Right brain is for creativity and visualization. Left brain is for logical and rational. Mind mapping combines both and become whole-brained. It stimulates the brain by appealing to both the creative and logical side of the brain. De Potter and Hernacki (2008, p. 8) explain that mind mapping use visual reminder and sensory into a pattern from the ideas which are related. Mind mapping allows the EFL learners to clarify their thoughts by categorising and grouping into related ideas.

Thornbury (2002, p.22) describes that vocabulary cannot be taught, it can be presented, explained, included in all kind of activities and experienced in all manner of associations which is ultimately it is learned by the individual. Related to it, thus mind mapping is believed to be one of the techniques or activities that can be used in teaching vocabulary which involve the essential idea and alleviate EFL learners' difficulties in vocabulary mastery. Based on the problems, then, the researcher formulated the research problem as follows: 1. How is Mind Mapping technique applied in English teaching to improve the vocabulary mastery of EFL learners at the Arabic Education Department FTIK IAIN Palu? 2. Can the implementation of Mind Mapping technique improve the vocabulary mastery of EFL learners at the Arabic Education Department FTIK IAIN Palu?

RESEARCH METHOD

This is a classroom action research. The research design is planned and the structures is arranged that the researchers can obtain the answer to research questions (Muslich, 2011, p.14). Generally, the purpose of this study to improve learners' ability in vocabulary mastery in the EFL learners of the Arabic Education Department FTIK IAIN Palu through the implementation of Mind Mapping technique.

The data in the study were obtained from the actions of cycles given to the learners in class. Each action was conducted in the form of cyclical process referring to Kemmis and Mc. Taggart's model (in Arikunto, 2010, p.131). This research consisted of four steps: planning, acting, observing and reflecting.

The study involved one class of undergraduate EEL learners, whom registered in the second semester of the academic year 2014-2015. In fact, the class consisted of 50 learners. However, the data gathered in this study only analyzed the grades of 49

learners since the other 1 learner did not attend the sessions regularly thus affected the class total sum of vocabulary achievement. Selection towards the sampled class was done because the researcher has been teaching as an English lecturer there since the first semester.

There are two kinds of data served for the analysis of this study. They are: 1) the test score and 2) documents as the result of observation as well as field notes. In this research, score test was taken from the student individual work, and the documents were taken from the field notes gathered from learners' activities of implementing the mind mapping technique.

Data source is the subject where the data can be found (Arikunto, 2010, p. 107). In this study sources of data are: Learners' works (this source is used to take learners' score), and research's documentation (taken from the field notes and observation sheet).

The data collection method used in this study was conducted through test and non-test instruments. Test is one of the methods of data collection that often to be used in collecting the data (Muslich, 2011, p.146). The test data is taken by administering the vocabulary test, and data collection method from the non-test is taken by doing observation and taking the field notes.

There are some instruments which have been prepared in order to be easier in monitoring the implementation of Mind Mapping technique in the teaching and learning activities. All of those instruments are described as follows:

A test is used to evaluate something and to see how it works better (Wallace, 1993, p.47). A Test was given to learners in every ending of the cycle of this study. The test contained some questions from the learners related to the vocabulary in the theme.

Observation involved some form of observation of professional action or of learning process (Wallace, 1993, p.46). It means that the observation sheet is used to check whether all of activities during teaching and learning process.

Field notes served as the supporting data for the research. It gave supplementary information which collected in the observation phase. It provided additional description which somehow did not included in the observation.

The data were collected from the learners' vocabulary test in cycle are computed quantitatively by using percentage formula. The formula used to find the mean score was as follow:

$$\% X = \frac{X_1}{N} \times 100\%$$

% X : percentage of success
X_1 : number of the learners who passed the test
N : total of learners

Then, the results of the data analysis above would be classified qualitatively to answer research problem based on the classification of the score applied in the Arabic Education Department FTIK IAIN Palu below:

Table 1: Classification of Passed

Final Score	Grade	Quality Digit	Classification of Passed
≥ 80	A	4.0	Passed
75 – < 80	B+	3.5	Passed
70 – < 75	B	3.0	Passed
65 – < 70	C+	2.5	Passed with requirements
55 – < 65	C	2.0	Passed with requirements
50 – < 55	D	1.0	Failed
< 50	E	0	Failed

The collected data from observation were analyzed qualitatively. It was described based on the findings during the classroom observation. To execute the analysis of observation data, the researcher used field notes and the last, researcher transcribed the field notes to obtain more information on the activity during teaching of vocabulary process.

RESEARCH FINDINGS AND DISCUSSION

The data gathered by all research instruments during the observation on preliminary research, the implementation of Mind Mapping technique in the teaching of vocabulary, as well as the test result of the first cycle and second cycle would be considered as the main findings in this classroom action research. The data then analyzed, interpreted and discussed as follows.

The preliminary study was conducted to get information about the real condition of the learners during teaching and learning process. By interviewing with two undergraduate EFL learners, the researcher revealed some problems faced by the learners especially in mastering English vocabulary. The problems were among others: they got difficulties with pronunciation of the word, they felt hard to understand the meaning of a short text and they also had difficulties in building a good sentence for they got problems dealing with sentence completion.

The research was conducted from March 26th, 2015 until May 15th, 2015. The preliminary study was taken place in the second week of April, from 6th to 10th, 2015. The researcher gave the learners a preliminary test of vocabulary. The test was comprised of 10 items of matching test, 7 items of completion test and 3 items of translation test. The test was intended to measure the learners' mastery of English vocabulary. There were forty nine learners joined this test.

The result of the test showed that the learners' vocabulary mastery was quite poor. It was found that among 49 learners who joined the vocabulary test, only 19 learners could get score 65 or more while others got the score less than 65. However, from all those 50 learners, only 49 learners who attended or joined the research in regular basis, thus the researcher only took those numbers of 49 learners as the sample of her research. Subsequently, the percentage of success was: (19:49) x 100% = 38,7%. From the formula, it is found that there were 38,7% learners passed the preliminary test while the other 61,3% were failed. The result was far below the criteria of success which was 80%, accordingly it depicted the learners' vocabulary mastery before the implementation.

The data taken in the first cycle was carried out from procedure of classroom action research in covering planning, action, observing and reflecting. After analyzing the result in preliminary study, the researcher designed the. It was hoped that the implementation of the mind map technique would run successfully. The SAP was arranged and developed based on the second semester program. Besides that, the researcher needed to prepare instruments of vocabulary test and get information of criteria of success from the English lecturer. There were 49 learners joined the class and all of them did the same vocabulary test which were comprised of completion test, matching test and translation.

In this part the researcher presented the description during the research in each meeting of first cycle. The first cycle was covered in four meetings. The first meeting was the introduction of implementing the mind map technique. The activities in the second and third meeting were used to involve the learners in the teaching of vocabulary based on their topic of learning material. The test for first cycle was conducted in the fourth meeting.

The first meeting was done on April 13th, 2015. This meeting was conducted to introduce the mind map technique. In pre activity of teaching and learning process the researcher began the class with greeting and checking the learners' attendance list. In main activity the researcher began with explain about the theme and the short of text. Then, the researcher explained about mind map, the steps of mind map and how to map in our mind. In post activity, before closing the class, the researcher evaluated the teaching and learning process by asking the learners about the difficulties and responses toward the using of mind map technique.

The second meeting was done on April 23th, 2015. In pre activity, the researcher began the class with greeting and checking the learners' attendance list. In the main activity the researcher began with remind the learners the last lesson. Then, the researcher give example how to map their mind and write the key word than the learners mentions with other word that have relation with main themes on the thick branches. After that, the researcher asked the student to make small group consist of 7-8 members. Every group had to discuss the material and make mind map by groups. In the fourth meeting, the lecturer asked the learners to do vocabulary test individually. The type of test is completion test, matching tests and translation test related to mind map. In post activity, the researcher closed the class and greeting.

This stage was conducted by the researcher during the time of acting stage. The research used observation sheet to observe the learners' activities and responses during teaching and learning process. The researcher wrote the field notes to record all of activities in the classroom after finishing the class.

The vocabulary test of the first cycle, was done at the fourth meeting on April 20th, 2015. There was a difference of learners' result between the preliminary test and the first cycle test. In the first cycle test, some learners got better grade than in the preliminary test.

The reflecting was done by the researcher after the results of observation and the results of vocabulary test were collected. Based on the data from the observation, not all of the learners were involved actively during teaching and learning process of vocabulary mastery in this theme using mind map technique. Based on the percentage of success of the learners' vocabulary test of the first Cycle was 55.1%. It means that the percentage of success of learners' vocabulary mastery in this cycle had not yet not fulfilled the criteria of success, which was 80% of all learners.

The result can be caused by some factors. First, from the observation in the first cycle, it was found that many learners still had problems in mastering vocabulary. It could be seen from the learners answer in the vocabulary test. Second, from the observation that was done by the English lecturer, it was known when the learners did the exercise in a group some learners were passive and they did not join the discussion.

Therefore, improvement of action in the second cycle was needed to solve the problems found in the first cycle. The actions in the second cycle were conducted by the researcher by revising the SAP in the first cycle with also considering the learners weakness in the first cycle. Their weakness was related to the vocabulary mastery in the topic given.

The second cycle was started by revising the teaching strategy of vocabulary mastery using mind map technique applied in the first cycle. Planning Since the implementation in first cycle had not yet given significant change on the learners' vocabulary achievement in vocabulary mastery and the implementation of mind map technique was not satisfactory yet, the researcher revised the SAP. In this SAP, the researcher arranged the learners to discuss the task using mind map technique with individually. It is hope the learners more active because they done themselves.

The implementation during the first Cycle had contributed some information for the researcher to develop better activities for the second cycle. Likewise the first cycle, the second cycle was also conducted in four meetings. The first meeting of the second cycle was done on April 30th, 2015. In pre activity the researcher started the class with greeting and checked the learners' attendance. In main activity, the researcher explained more about the mind map and explained the vocabulary in the theme. After that, the researcher asked the learners to map their mind individually about the last theme. After the finished the lecturer asked some the learners to write the board, because the time is limited for the researcher to check all of the learners' works, so she continued to do it later. In post activity the researcher closed the class and greeting.

The second meeting and the third meeting of the second cycle was conducted on May, 4th and May 11th, 2015. In every pre-activity in each session, before continuing the lesson, the researcher began with greeting the class and checked the learners' attendance. In main activity, the researcher reviewed the lesson in first meeting and then discussed the result of discussion in the first meeting, than the lecturer directly asked the learners to make mind map again with other topic to remind their vocabulary by using mind map technique. After that, the researcher gave vocabulary test of the second cycle. The researcher gave a completion test, matching test and sentence translation. In post activity, the researcher closed the class and thanking the learners for their cooperative attitude during the research.

In this part, the researcher observed the learners' activity during the process of teaching and learning. It focused on the learners' activity in teaching vocabulary using mind map technique. Based on the research instruments used (observation sheet), it was found that the learners developed more active during teaching and learning process than in the previous cycle (first cycle). It could be seen from the learners who answered the researcher's questions in teaching and learning process.

The vocabulary mastery test in the second cycle was conducted at the end of the fourth meeting. The test was done to measure the learners' vocabulary mastery after the implementation of mind map technique in the teaching of vocabulary.

The reflecting was done by the researcher after the results of observation and field notes and the results of vocabulary test of second cycle were collected. Based on

the percentage of success of the learners' vocabulary test of second cycle was 85.7%, it declared that the percentage of success of the learners' vocabulary mastery in this cycle could fulfill the criteria of success that was 80% of all the learners.

There were some factors that influence the result. They were as follows:

1. Most of learners were active in teaching and vocabulary process by using mind map technique. It could be seen by the learners who answered the lecturer's questions in teaching and learning process.
2. Most of the learners could understand the meaning and memorize the vocabulary. The learners were also developed better in accomplishing the vocabulary tasks. It could be seen from the result of vocabulary test that increased from 55.1% in first cycle to 85.7% in the second cycle.

Since the result of the second cycle had fulfilled the criteria of success of the research target, then the action was ended.

RESEARCH DISCUSSION

Related to the application of mind map technique in teaching and learning process of vocabulary mastery, it could be seen that teaching vocabulary using mind map technique was able to improve the learners' achievement in vocabulary mastery. In this case, mind map technique assisted the learners to master the English vocabulary which was learnt. It happened because in mind map technique, learners learnt how to imagine then expressed their mind, be more creative, have a good way to memorize the words in a simple and short time. The learners began this activity from classified the specific words (key word) in the central image then they could to continue with other words in some braces that related to the key word, however the learners had much word in their mind and write the other word in mind map.

The activity in the second cycle was better than in the first cycle, where the learners had less difficulty in vocabulary assignment given in the teaching learning process. The occurrence might have happened since all the activities conducted from the first cycle up to the second cycle had given the learners more experience and exploration of words. The revision done in the activities of the second cycle had made some improvements towards the learners' competence. The researcher arranged the learners to discuss with their partner only, not in a group of 7-8 members as in the first cycle.

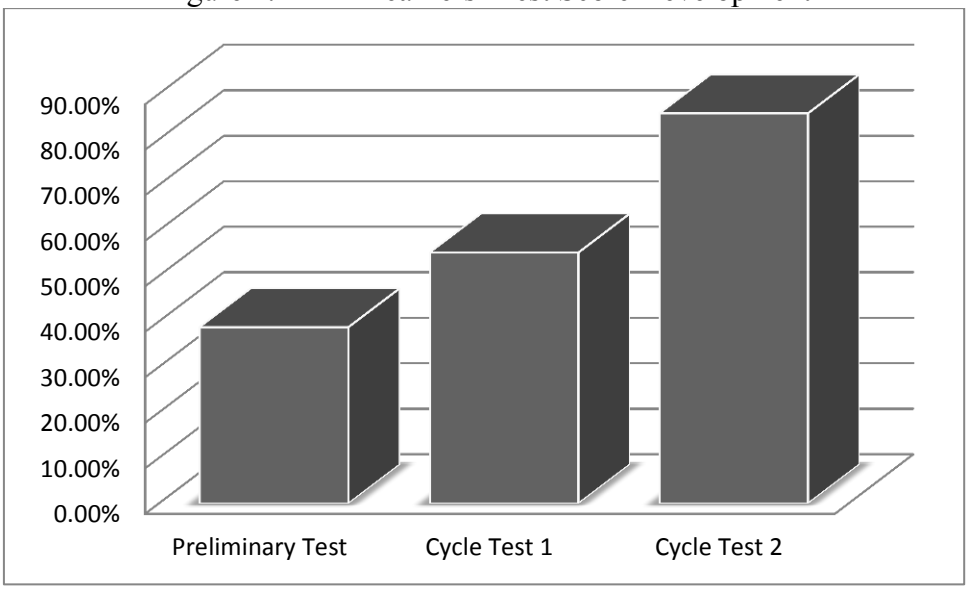
The revision of the activities in the second cycle could improve the learners' competence in vocabulary mastery. Moreover, it gave the learners more experience in vocabulary in their mind better since they did it with drawings, colors, and pictures so that it could assist them in memorizing the words, meaning and thing related to the topic of the learning materials. To make it clearer in understanding the research result of the improvement of learners' vocabulary mastery in preliminary, the first cycle and second cycle are stated in the following table.

Table 2 The Recapitulation of EFL Learners' Test Result

No.	Stage	Percentage of Success
1.	Preliminary test	38.7%
2.	Cycle Test 1	55.1%
3.	Cycle Test 2	85.7%

The development of the EFL learners' achievement can be described in the next diagram:

Figure 4.1 EFL Learners' Test Score Development



The figure showed that the percentage of the learners' success in vocabulary mastery achievement had improved from 38.7% or "poor" in preliminary study to 55.1% or attributed as " fair" in the first cycle. Then, the percentage of the learners' success in vocabulary mastery had improved from 55.1 % or "fair" in first cycle to 85.7% or attributed as "very good" in second cycle. In other words, the result of the test in the second cycle had achieved the criteria of success of this research. Thus, the action research was accomplished.

Based on the finding above, it could be concluded that the use of mind map technique could improve the learners' vocabulary mastery. Hence, the result of this action research is the undergraduate EFL learners at the Arabic Education Department FTIK IAIN Palu vocabulary mastery can be improved by applying the Mind Mapping technique.

CONCLUSION

From the analysis data presented in chapter four, the researcher finds that after the implementation of the strategy, the students vocabulary mastery can be improved. Based on the students' response, mind map technique is interesting and exciting. They enjoyed the activity during the course and worked out the activity seriously. So, it can be concluded that mind map technique can improve the students' English lesson exactly vocabulary mastery.

Based on the students' score in preliminary study, it is shown that the students' vocabulary needs to be improved because their scores are low. There are just 38.7% or 19 of 49 students who passed the preliminary test. The success of this class is less than 80%, so the result could not achieve the criteria of success. It means that the vocabulary mastery before implementation of the strategy was quite weak. Therefore, the researcher implemented a classroom action research to improve the condition.

From the implementation of the first cycle on this study, the researcher found that the number of the students who passed the test increased. There were 27 of 49 students (55.1%) passed the test and there were 22 students who did not passed (44.9%). However the researcher had not been satisfied on this result because the percentage of the students' score still below the criteria of success.

At the end of the second cycle, the result of the test score analysis showed that there were 42 (85.75) students who were successful completing the test with grade above the standard (65) while 7 other students still achieved the score below the standard.

Having analyzed all the result collected in this research, it is indicated that majority of the students could understand the learning materials and improved their English vocabulary. Subsequently, it can be concluded that the implementation of Mind Mapping in the teaching of vocabulary was proved to be effective in improving the EFL students at the Arabic Education FTIK IAIN Palu.

RECOMMENDATIONS

Based on the conclusion above, the researcher would like to give some suggestion. They would be as follows:

1. For English lecturers
   English lecturers could use mind map techniques references as a media in teaching vocabulary. Considers the advantage of mind mapping, it is hoped that this technique can stimulate the EFL students' interest and motivate them in learning vocabulary mastery. However, the material applied in this research was only limited for the second semester, so it is suggested for the lecturers to expand the material to improve other aspects or skill of English subject.
2. For the other researcher
   It is suggested that other researchers might use the research results as information or a reference to conduct further research. Considering the limitation of this research, it is recommended to make some improvements on research design, learning material, and the process of implementation of Mind Mapping technique in different subject.

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Testing the language competence? English subject in the national standardized exam policy

Putri Ayu Lestari, Yuliana Afifah, Fathia Ramadhani, Hafrizon, and Amirul Mukminin

Jambi University

The study was aimed at investigating whether or not senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy were taking the teaching and learning English in the right way at schools. This study used a quantitative design with a survey study. The participants were 267senior high school students who graduated and at the time of the study, they were studying at one English education study program in a public university in Jambi. Data for this study were collected through surveys which were analyzed by using descriptive statistics. The findings of this study were categorized into: (1) test preparation activities and its impacts on the curriculum and instruction, (2) controversial testing practices, (3) student and teacher motivation, and (4) the accuracy of the exam for measuring students' ability. This study will provide valuable information for policy makers, school leaders, researchers, and teacher educators to understand how the policy is implemented at the school and classroom level. Policy implications are discussed.

Keywords: English subject, standardized testing, national exam policy

INTRODUCTION

Standardized testing plays a key role in the education system (Mukminin, Haryanto, Makmur, Failasofah, Fajaryani, Yulhenli, & Suyadi, 2013). Teachers, principals, parents, and policymakers consider the standardized test can be keys to improving the productivity of Indonesian schools. For policy makers, the results of the standardized test can be employed to evaluate educational organizations, policies, and programs to determine which are most effective and efficient (Dolezalek, 2009; Linn, 2000). Standardized testing is substantial in the way to measure the ability and capability in the end of the school.

For teachers and schools, the tests results can be used to measure the teachers' and students' strengths and weaknesses as a basis for planning educational programs and can inform the degree to which teaching and learning process are working in the classroom and thus inform policymakers about choices they want to take (Dolezalek, 2009). The government had made rules to examine of national examination. However, some people critique the use of the standardized testing in assessing student learning and development due to its biases, inaccuracies, limited ability to measure achievement or ability, and other flaws (Grant & Sleeter, 2007; Nieto & Bode, 2008). Nieto and Bode (2008) uttered, "Another practice that impedes equity in schools is the uncritical use of standardized testing, particularly when employed to sort students rather than to improve instruction" (p. 122). Additionally previous studies have indicated that high-stakes testing policies did not consistently improve the general learning and competencies of students (Amrein & Berliner, 2002). Mukminin, et al. (2013) found

that in Indonesia the national standardized exam had brought undesirable concerns on education and Hoffman, Assaf, and Paris (2001) who conducted a study in Texas found that teachers spent between 8 and 10 hours a week on test preparation to help their students during the entire year, which reduced time for instruction. In addition, Shepard and Dougherty (1991) who investigated the effects the high-stakes testing on instruction by surveying 360 teachers in grades 3, 5 and 6. They found that participants received pressure from district administration and media to improve test scores as a result participants just focused on giving basic skill instruction and giving more time on test preparation.

Despite its inaccuracies, biases, and impropriety as found in the previous studies, the Indonesian central government still uses the national standardized exam policy throughout the country. The test consists of some specific subjects. For science students, the tested subjects are Biology, Physics, Chemistry, Mathematics, English, and Indonesian. For social students, they are economics, history, Geography, Mathematics, English, and Indonesian. These subjects indicate that the national standardized exam only tests students' cognitive skills (mental skill) but the test ignores the other domains of educational activities, namely, affective and psychomotor domains. Bloom (1956) argues that educational activities consist of three key domains, that is cognitive, affective (growth in feelings or emotional areas) and psychomotor (manual or physical skills). It means that merely scores of limited subjects cannot be used to judge students' success in school. Specifically, it suggests that as one of the tested subjects in the national standardized exam, the success of learning English cannot be judged by the standardized-test scores as it often measures superficial thinking (Kohn, 2000). So, standardized testing is not the only way to measure the student's ability effectively and efficiently.

However, regardless of its controversies, research on the practices of the national standardized exam, especially for English subject in Indonesia is still limited except for Mukminin, et al. (2013). Lack of literature and research on the national standardized exam policy practices may not give much information whether the policy directs our teaching and learning English in the right or wrong direction. The purpose of this study was to investigate whether senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy was taking the teaching and learning English in the right direction at schools. More importantly, this study sought to describe how students perceived the national standardized exam related to curriculum, teaching and learning process, student motivation, and teacher motivation.

CONCEPTUAL FRAMEWORK

Many parties have criticized the use of the national standardized exam as the only national standardized test to assess junior, senior, and vocational school students in their final years since its inception in 2003/2004 academic year (Mukminin, et al., 2013). The opponents consists of teachers, parents, educators, students, principals, school administrators, members of House of Representative, Human Rights Commission, non-government organizations, and researchers at local and national levels. The opponents argue that the national standardized exam is in the absence of considering students' socioeconomic backgrounds, quality teachers and principals, and facilities and resources among schools across the regions in Indonesia. As research findings show a broad range of resources are positively related to student outcomes

(Greenwald et al., 1996), a student achievement results from not only school quality but also health, motivational, family, and cultural conditions (Rothstein, 1998), and teacher inputs, school resources, and family inputs are important statistically in explaining student achievement (Levin, 1995). The other important point that the opponents make for their rejection is that the national standardized exam consisting of some specific subjects and determining a pass or a fail of students only tests cognitive skills (mental skill) but ignores the other domains of educational activities, namely, affective and psychomotor domains. Bloom (1956) argues that educational activities consist of three key domains, that is cognitive, affective (growth in feelings or emotional areas) and psychomotor (manual or physical skills). It means merely scores of limited subjects cannot be used to judge students' success in school.

To investigate whether senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy was taking the teaching and learning English at schools in the right direction, a conceptual framework is required to describe their perspectives. In this study, the findings from two studies (Jones & Egley, 2004; Mukminin, Haryanto, Makmur, Failasofah, Fajariyani, Thabran, & Suyadi, 2013) will be used to guide this study, which are related to (1) standardized testing and curriculum and instruction, (2) standardized testing and controversial testing practices, (3) standardized testing and students' motivation, and (4) standardized testing use and accuracy. Egley and Jones (2004) studied whether teachers perceived Florida's high-stakes testing program to be taking public schools in the right direction. In this study they used 708 teachers in Florida to success they study. Most of the participants in their study believed that the testing program was not taking schools in the right direction. Participants mentioned that the test was used inappropriately and that the one-time test scores were not an accurate assessment of students' learning and development. The participants in their study also believed there were negative effects on the curriculum, teaching and learning, and student and teacher motivation. For Mukminin, Haryanto, Makmur, Failasofah, Fajariyani, Thabran, and Suyadi (2013), they studied qualitatively the perspectives of local English teachers on the National Standardized Exam [NSE] policy as a high-stakes exam to gauge student performance nationally at four senior high schools in Jambi City, Indonesia. They found two important themes (1) negative perspectives on the practices and accuracy of the NSE policy and (2) unintended consequences the NSE policy (curriculum and instruction, teaching and learning, teacher motivation, student motivation, less attention to non-tested disciplines, and widespread cheating).

In the present study, we used the findings of the two previous studies to guide us to construct the questionnaire consisting of test preparation activities with five statements, controversial testing practices with six statements, curriculum and instruction in English subject with two statements, students' motivation in learning English during the last year with five statements, and the use and accuracy of the national exam for English subject with five statements

METHOD

We used a survey research as the appropriate research strategy to help us to describe the students' perspectives on the National Standardized Exam Policy. "Survey research is a systematic set of methods used to gather information to generate knowledge and to help make decisions" (Lavrakas. 2008, p.36). "A survey design provides a quantitative or numeric description trends, attitudes, or opinions of a

population by studying a sample of that population (Creswel, 2009, p.145)". 267senior high school students who graduated and at the time of the study were studying at one English education study program in a public university in Jambi involved in this study. This study was conducted at one English education study program, one public university in Jambi Province. To get access to the research site, a variety of networking sources were used. We got permission from lecturers, the head of English education program, and the dean of faculty of teacher training and education at the research site. We asked the participants to participate in this research through the invitation letter.

In terms of data collection, questionnaires in the form of closed-ended questions were used which consisted of test preparation activities with five statements, controversial testing practices with six statements, curriculum and instruction in English subject with two statements, students' motivation in learning English during the last year with five statements, and the use and accuracy of the national exam for English subject with five statements. The respondents were not required to write their answers; instead they selected one of the options. We used *Likert scale* that consisted of a series of statements all of which were related to a particular target: ranging from *Strongly Agree* (SA), *Agree* (A), *Not Sure* (NS), *Disagree* (D), and *Strongly Disagree* (SD) (Dornyei, 2003). The data from the questionnaires were analyzed by using descriptive statistics. Dornyei (2003) stated, "Descriptive statistics are used to summarize sets of numerical data in order to conserve time and space" (p.114). In this study, we looked for the frequency and percentage in each item that participants chose regarding their assessment of their English language learning through the national standardized exam.

FINDINGS

There were two data sets in this study, the first was the data from demographic questionnaire and the second was the data from closed-ended questionnaire.

Demographic information

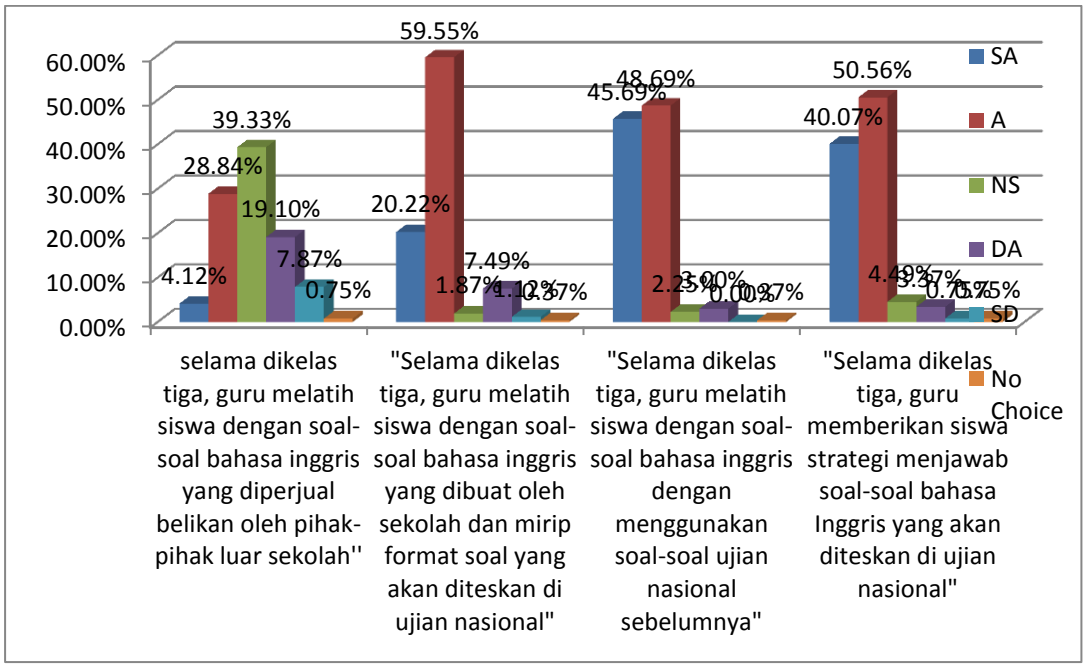
Table 1: Demographic information of participants

Gender	**N**	**Percentage (%)**
Male	55	21
Female	212	79
Location of previous senior high schools	**N**	**Percentage (%)**
Rural Area	123	46.07
Urban Area	138	51.69
Hometown	**N**	**Percentage (%)**
Rural Area	145	54
Urban Area	117	44
Parents Job	**N**	**Percentage (%)**
Teacher	42	15.73
Non Teacher	216	80.90

Test preparation activities

Bode and Nieto (2008) defined that curriculum related to'' what should be learned and under what conditions it is to be learned'' (p. 127). The following chart shows that the highest score of students' perspectives on the test preparation activities was for the statement, *"Selama dikelas tiga, guru melatih siswa dengan soal-soal bahasa inggris yang dibuat oleh sekolah dan mirip format soal yang akan diteskan di ujian nasional"* in which 59.55% of participants chose "Agree". Then, 50.56% of participants chose "agree" with the statement, *"Selama dikelas tiga, guru memberikan siswa strategi menjawab soal-soal bahasa Inggris yang akan diteskan di ujian nasional."*

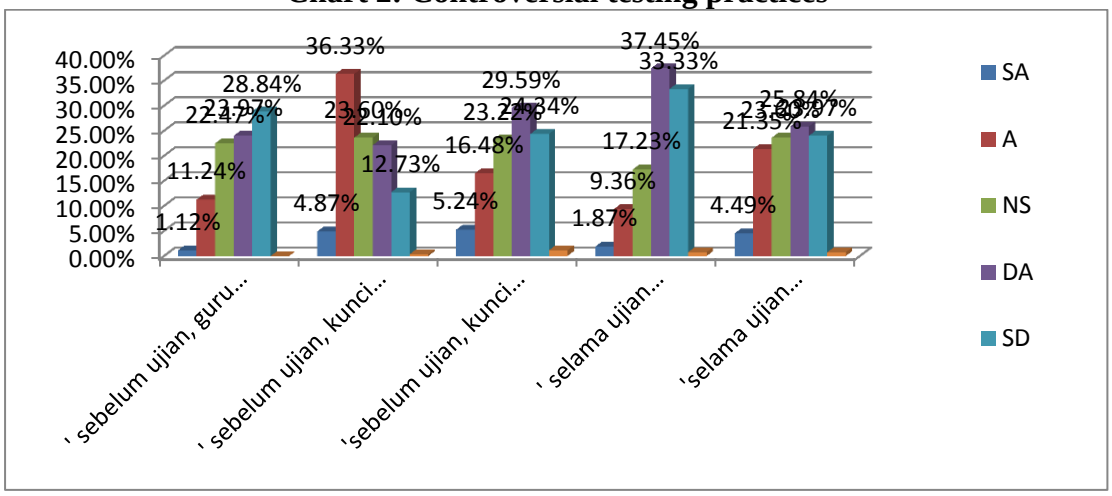
Chart 1: Test preparation activities



Controversial testing practices

A study done by Egley and Jones (2007) reported that the test was created by non-educators, the testing was a political game, the testing spent much money, the test created a negative competition between students, teachers, schools, the test led parents and the public to blame teachers and schools, the test created a negative image of public education.

Chart 2: Controversial testing practices

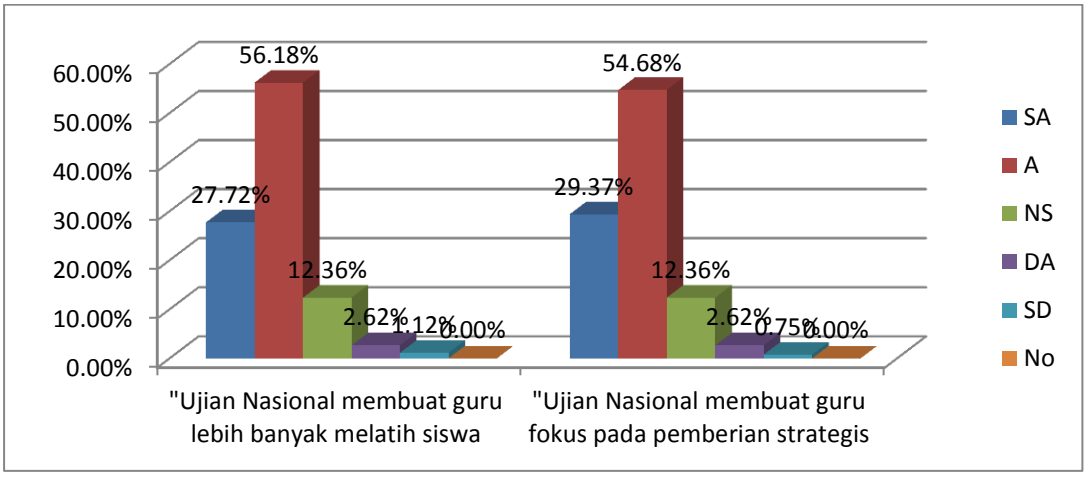


The chart shows that the highest score of students' perspectives on the controversial testing practises was for the statement, *"selama ujian berlangsung guru memberikan kunci jawaban melalui media elektronik"* in which 37.45% of participants chose "disagree". For the statement, *"sebelum ujian, kunci jawaban diberikan oleh kawan-kawan sekelas, "* 36.33% of participants agreed with it.

Curriculum and instruction in English subject

In this study, based on the data analysis, the highest score of students' perspectives on the curriculum and instruction in English subject was for the statement, *"Ujian Nasional membuat guru lebih banyak melatih siswa menjawab soal-soal ujian Bahasa Inggris dari soal-soal sebelumnya"* in which 56.18% of participants agreed with it. Also, 54.68% of participants agreed with the statement, " *Ujian Nasional membuat guru fokus pada pemberian strategis untuk lulus dalam ujian nasional*."

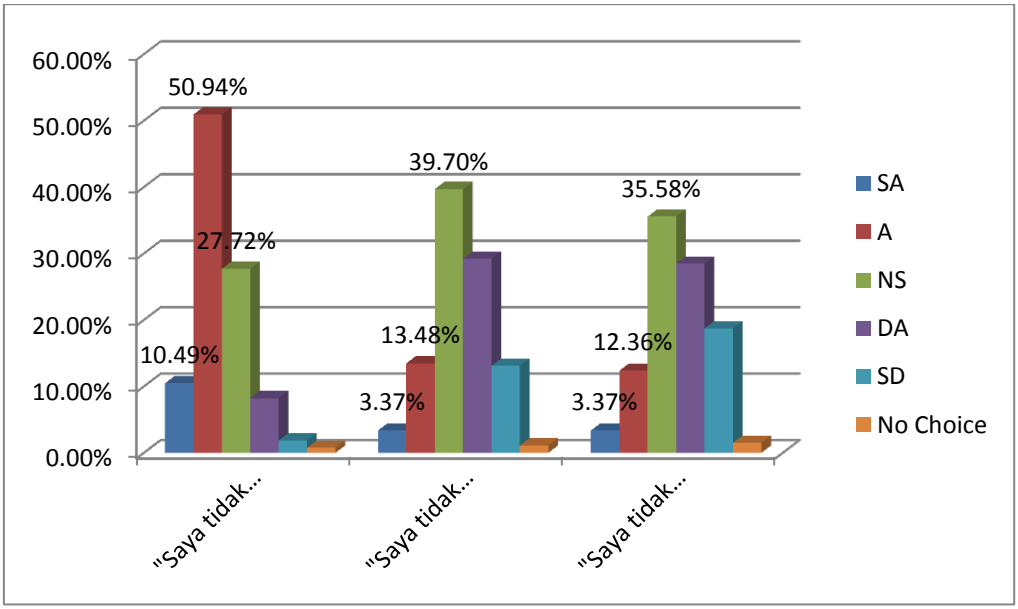
Chart 3: Curriculum and instruction in English subject



Student motivation in learning English during the last year

A study done by Mukminin et al., (2013) found that the motivation of students to go to school was to pass the national exam so they could continue to the higher level of education. In 2004, a study conducted by Jones and Egley found that the test affected the students' enjoyment of school or interest in school, the students were labeled as a result of the test scores and grades, and the students were more likely to drop out of school in the future.

Chart 4: Student motivation in learning English during the last year

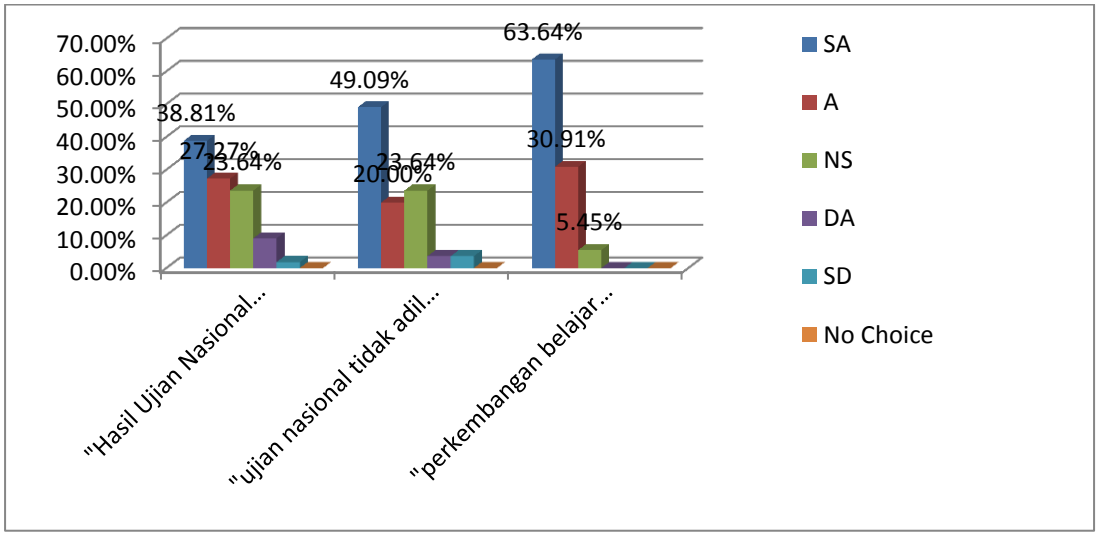


From the chart above, it showed that the highest score of students' perspectives on motivation in learning English during the last year was for the statement, *"Saya tidak stress/bersemangat menghadapi Bahasa Inggris dalam Ujian Nasional karena sudah dilatih guru"* with 50.94% of participants choosing "agree" with the statement.

The use and accuracy of the national exam for English subject

The following chart describes participants' perspectives on the use and accuracy of the national exam for assessing their English subject.

Chart 5: The use and accuracy of the national exam for English subject



From the chart, it shows that participants strongly agreed (63.64%) that "*perkembangan belajar siswa tidak bisa diukur dengan sekali tes seperti ujian nasional."* Partcipants (49.09%) also confirmed that "ujian nasional tidak adil karena setiap siswa berasal dari latarbelakang sekolah yang berbeda namun diuji dengan tes yang sama."

DISCUSSION

The aim of this inquiry was to investigate whether or not senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy were taking the teaching and learning English in the right way at schools. The findings of this study shed light on our understanding of the perspectives of senior high school student graduates on the assessment of their English language learning through the national standardized exam policy. Particularly, the findings of this study indicated that more than 50 % of participants agreed that during their last year of school, teachers focused on teaching to test in English subject and helping them succeed in taking the test. The findings of our study are in line with what Mukminin, et al. (2013, p. 27) found, "all participants in this study reported that most of teaching activities were concentrated on helping students to be familiar with previous versions of the test." To put it another way, in the final year in this study, teachers prepared their students for having strategies on how to deal with the English test in the national standardized exam. They helped their students through studying previous tests. They could not focus on classroom instruction and the contents of curriculum. All of their time and energy were concentrated on teaching to the test for helping their students.

We also found that controversial testing practices were serious in our study. Participants agreed that their friends gave them the answer keys before the exam started. Also, participants agreed that their teachers provided them with the answer keys before the exam. Strangely, in this study, participants reported that their schools provided them with the answer keys before the exam. In their qualitative study, Mukminin, et al. (2013) also found that participants were very concerned with the cheating and

dishonesty of the test administering. Several English teachers were forced by their school leaders to help their students to find the answer keys, but they chose not to do that.

Another important finding in our study was that students' motivation to learn English was more likely to pass in the national standardized exam, not to be able to use the target language. Participants reported that their teachers prepared them to succeed in the exam. They felt that they were ready for doing the test, suggesting that they did not care if they were able to use the language or not. The findings support what Jones and Egley (2004, p.9) found, "Students do not enjoy school (learning unpleasant; decreased love of learning; school is less fun or interesting)." Additionally, Mukminin, et al. (2013) revealed that the motivation of students to go to school was to pass the national exam so they could continue to the higher level of education. The participants in this study confirmed that the only important thing for them is to graduate through passing the test in English subject.

Our study also indicated that more than 63.64% of participants strongly agreed that the national standardized exam policy for English subject was not able to measure their English ability as it was a one-time test and was not accurate to measure their language skills. Jones and Egley (2004) who surveyed 708 teachers in Florida on their perception of the high-stakes testing program found that most of the participants believed that the high-stakes test did not take schools in the right direction, the use of the one-time test scores were improper and inaccurate for assessing students' learning and development. Mukminin, at al. (2013) found that the national exam policy for English subject was unfair, improper, and inaccurate because the policy had ignored the gaps among schools in terms of socio economic status and school resources across the country.

CONCLUSION AND POLICY RECOMMENDATIONS

The aim of this inquiry was to investigate whether or not senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy were taking the teaching and learning English in the right way at schools. The findings from this study indicated that the national standardized exam policy had taken the teaching and learning English in the wrong ways at schools. The policy led students to have low motivation in learning English, led teachers to teach to the test and to ignore the curriculum. Also the policy led students, teachers, and schools to have unethical practices by giving the answer keys before the test.

Recommendations and implications for policies can be drawn from the findings of this study. The reform of the National standardized Exam policy should be started on the top level of leadership and management or the head of the executives in the country, which had practiced a centralized and bureaucratic mode in education for quite long time. It is hard to make remarkable changes from the bottom up. As Lauglo (1996) says, "bureaucratic centralism is also pervasive in many developing countries, there is the statism implied by nation-building imperatives after independence" (p.19). Thus, several actions and recommendation might work to reform the National Final Exam. Firstly, a dramatic change in education policy should be made by producing a "Presidential Instruction" to:

- reform the use of the National Final Exam to assess student achievement throughout the country and not to use test scores as the only measure to decide students who can continue to the next level of education and who cannot,
- use the National Final Exam as only the test to monitor the quality of education in every province throughout Indonesia after each of them has its own standardized test and the National Final Exam should not be given every year.
- provide local governments (provinces and districts), school, and teachers choices to choose other kinds of standardized tests provided by other parties such as universities and test centers as mandated by the Law No.32/2004 about "Local Government Decentralization" and the Law on National Education System No. 20/2003,
- involve schools and teachers to assess and evaluate their student learning and progress because they know exactly what happens to their students, especially for affective and psychomotor domains by using portfolios.

The second action considerably essential is to organize and appoint a steering committee consisting of highly knowledgeable members about the technical aspects of standards to direct the standard-setting efforts in the provinces/districts. The main function of the committee is to make sure the development of subject area standards must be drafted and designed by subject area teachers (specialists) and should cover the subjects in the national curriculum.

Then, educators, professors of education, community members, school board, parent representatives, and other subject area teachers review the first drafts produced by specialists (subject area teachers). The purpose of the review is to ensure that the standards meet national and local demands before becoming a draft.

The standards produced by specialists should cover content standards in traditional subject areas, standards in general reasoning skills such as decision making ability and complex problem solving, standards dealing with general behaviors such as managing time effectively and managing resources (Marzano, 2000).

In addition, explicit standards and benchmarks as distinct aspects of knowledge and skills but include examples of specific performance activities or tasks should be prepared for every grade level (Marzano, 2000). This method will provide teachers guides and flexibilities regarding an obvious hierarchy of knowledge and skills for each level in teaching.

The other important thing is how to assess student achievement in each province. Students should be assessed by applying various techniques of assessment. For example, student progress in content standards in subject areas can be gauged by tests (province-standardized tests), which are developed by educators and test developers specifically for each province or district. The tests will measure students' progress toward achieving province-adopted academic content standards, which are produced by subject area teachers in every province.

In addition to a province-standardized test, portfolio assessments can be used to assess student progress and to see how students demonstrate their knowledge in a variety of content areas and performance tasks. The use of portfolio assessments will give teachers rights to evaluate and assess their students based on day-to-day notes regarding the other areas of educational activities, namely affective and psychomotor domains. Doolittle (1994) says, "Portfolios are used as a means of authentic assessment" (p.2). Paulson et al. (1991) argue, "A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or

more areas of the curriculum" (p. 60). Continuously speaking, they state that a portfolio should cover student participation in selecting contents, criteria for selection, criteria for judging merits, and evidence of a student's self-reflection.

Schools and teachers to judge whether a student can continue to the next level of education, then, can apply these kinds of assessment. For instance, in Indonesia, a student in the final year of elementary school can continue to the first year of junior school after passing a province-standardized test and portfolio assessments.

The establishment of educational standards and benchmarks, a province - standardized test and various techniques of assessment can contribute a great effect to local school systems in the era of decentralization of education in Indonesia. In the meantime, the National Final Exam still can be utilized to monitor the quality of education instead of determining students who pass and fail in education. The actions or recommendations stated above are among those that the President should address.

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State Junior High School English Teachers' Perception Toward Training and Education of Teacher Professionalism

Selpina Pardede, Betty Kasita Bangun, and Heryanti

Jambi University

The purpose of conducting this research was to find out the state junior high school English teachers' perception toward training and education of teacher professionalism (PLPG). A qualitative method with a case study approach was used in this study. This study used interview and observation as the data collection method to four English teachers who had already followed PLPG. It was found that the English teachers' had positive perception toward PLPG as it developed their knowledge, experience, and help them to arrange the material and also design the syllabus. However, there were not different perception in terms of the teaching experience, and age. Meanwhile, we also found there were some differences among teachers' perception that followed PLPG in 2008 and 2012. According to the teachers, PLPG in 2012 were better and have improvement than 2008 in the implementation of PLPG such as in improving the training and also gave the new methods for teacher in teaching. Furthermore, based on the observation, it was found that some of English teachers had implemented the pedagogic and professional competences in their class. However, we found that most of them were not professional teachers yet because they did not apply all the competences that were received from PLPG in their teaching practice. In conclusion, all of English teachers at SMP N 7 Jambi city had positive perceptions toward PLPG. The fact, they have suggestions for the next implementation of PLPG.

INTRODUCTION

Teachers have the important role to help students in mastering the lesson because teachers are the facilitator who facilitate students to achieve the material and master it in teaching and learning process. In many teaching situations, the role of the teacher is that of facilitator of learning: leading discussions, asking open-ended questions, guiding process and task, and enabling active participation of learners and engagement with ideas (Hamalik, 2008).

In reality, students, fellow educators, staff, parents/ guardians of participants educates, and also surrounding communities can not find the teacher who is an expert in the first day of their profession (Wulandari, 2010). However a teacher is someone who becomes through many years of training and experiences in the field. To help teachers to be professionalism and have qualification, the government implements teacher certification. Teacher certification was established by the government to improve teachers' professionalism. Professionalism is one of the teachers' competences. Professional teachers are teachers who have followed teacher training and owned certificate from the government (Hamalik, 2008). According to Dasuki et al., (2010) professional teachers are expected to serve to enhance the dignity and role of teachers as agents of learning and improving the quality of national education. Teacher certification

is as an effort to improve the quality of teachers and the quality of education in Indonesia on an ongoing basis.

In Indonesia teacher certification program was established as the implementation of the Law number 14, 2005 about Teacher and Lecturer, one of the ground-breaking pieces of legislation and government regulations in educational sector deliberated during Indonesia President, Susilo Bambang Yudhoyono, and administration. In qualifying the program, a teacher must have a four-year diploma or an undergraduate degree from an educational institution (Muslich, 2007).

Organizing in-service teacher certification in 2011 were divided into three procedures as follows: portofolio assessment/*penilaian portofolio*, direct educators certification award/*pemberian sertifikat pendidik secara langsung*, Training and Education of Teacher Professionalism/*Pendidikan dan latihan profesi guru*. The teachers have to join the procedures to improve their quality in teaching and also professionalism. PLPG is one of way to get certificate from government and will get training and education as long as they follow this program. In this program teachers asked to learn more about pedagogic and professional competence. Having PLPG process, the government hopes teachers could be more professional and creative in teaching learning activities and they could improve their teaching competencies. A teacher, as a professional educator, should fulfill 3 requirements: (1) having academic qualification, (2) having competency, (3) having teacher certificate (Diknas, 2006). The competency of teacher can be classified into four areas of competency, namely: pedagogical, personal, professional, and social competences.

In following teacher's certification, most of teachers in Jambi city also followed it. We ever took the data of teacher's certification from Dinas Pendidikan in Jambi and that most of English teachers who have followed teachers' certification especially PLPG are teaching at the research site Jambi. Therefore, we were interested in finding out the state junior high school English teachers' perception toward training and education of teacher professionalism (PLPG).

METHOD

A qualitative method with a case study approach was used for this research. As Fraenkel & Wallen (2000) states that qualitative research is a research study that investigates the quality of relationship, activities, situations, or materials in a particular activity or situation.

There were 4 English teachers as the subject of this research and named them as TA, TB, TC, and TD. This research was done at one junior high school in Kota Jambi. In collecting the data, firstly, we interviewed English teachers who had followed PLPG by using unstructured interview. We got data from this interview and analyzed their perception toward PLPG of both pedagogic and professional competences. We also added general questions to know teachers' background as their education background, teaching experience, moment in following PLPG. Moreover, we asked additional questions as teachers' personal competences and their suggestions toward the next implementation of PLPG. These open-ended questions consisted of 17 questions. Secondly, we observed teachers in the class. We became non-participant observers meaning that we did not participate in the activity being observed. In analysis the data, we conducted some steps such as domain analysis by seeing the general drawing about social situations of the research or object of the research.

FINDINGS AND DISCUSSION

Table 4.1 Participants' Background

Teacher's Personal Information	TA	TB	TC	TD
Length of teaching	5 years	18 years	30 years	15 years
Educational Background	S1 program of English Study Program from IAIN (Institut Agama Islam Negeri)	S1 program of English study program from UNJA (Universitas Jambi)	S1 program of English study program from UNJA (Universitas Jambi)	D1 program and transfer to S1 program of English study program from UNJA (Universitas Jambi)
Time followed PLPG	2012	2012	2008	2008

The participants had many perceptions toward the implementation of PLPG. They hoped that PLPG could give the better training and education for teachers in the next implementation. Teachers' perception toward PLPG as explained for each items as the research themes as followed:

Understanding the principles of cognitive development, principles of personality, and identify the learners' basic competences

The teachers said that PLPG helped them to understand this item. However, they told that PLPG just gave the theories and asked teachers to do group work or assignment by their observation from their students. So, PLPG discussed about the basic competence based on the learners and also taught the teachers to understand the principles of cognitive development and personality. Meanwhile, PLPG was less on practice. "Yach, actually yes, in theoretically it sounds ideal. But in practically, I don't know exactly but as a teacher of course we have to use this some of the teaching method" (TB- 6).

Determining learning strategies based on learners' characteristics, competencies, to be achieved, teaching materials and arranging learning designs based on chosen strategy

The teachers said that they had got the learning strategies based on learners' characteristics in their school and just develop themselves in PLPG. PLPG is a place to upgrade their knowledge and share their experience with the other teachers from other school. "Di PLPG itu hanya melatih dan tidak secara detail oh ini harus seperti ini, oh

ini harus seperti ini, tidak. Iya. Secara umum saja. Kita sendiri yang mengembangkannya. Di lapangan kita sendiri yang mengembangkannya" (TA, 8).

Designing and implementing evaluation (assessment) process and outcome study sustained by various methods

The teachers said that PLPG helped them to design and implement evaluation. Even, teacher A told that PLPG gave match and match method and the analysis of assessment by using qualitative like good, very good, excellent. However, the teachers who followed PLPG in 2008 said it just theories and teachers developed and was done evaluation by their experience in the school. "Saya bilang teori. Teori bae. Kita yang mengembangkan sendiri" (TD, 10).

Understanding the existing teaching materials in the school curriculum, the structure, concepts, and scientific method that are coherent with the teaching materials

The teachers said that PLPG helped them to understand the existing materials in the school curriculum. However, the other teachers said that PLPG just gave the theories; the instructor just led them to do by themselves. Even, teacher B said that in PLPG they just spend their times in ten days just to make RPP, syllabi. As shown by her perception, "Yes PLPG is as a people say PLPG is one of the best place ya, but for me PLPG just a spend a time for then days for making RPP, Making syllabi, after that, there is a teacher make giving us some, some apa, giving us some can we say that giving us some information, for me only that one. I'm not sure about the other one" (TB, 13).

Mastering the steps in conducting research and critical study into deepen knowledge/subject material

Teachers' perception toward PLPG in this item was very positive. They told that PLPG taught them in doing classroom action research. They got new knowledge about this action research but the time was very limited in PLPG so they just did it quickly. "Yes, especially for the research, I got the new one from the research especially from action research in classroom research"(TB, 15).

Giving the assessment for the learners objectively and honestly

Beside asking teachers' perceptions toward PLPG, the researcher also asked their personal competence by asking their ways to give assessment for learners. The teachers answered that they gave assessment for learners agree with learners' ability. Teachers' techniques in giving assessment were gave written test, oral test. The other teachers also told she divide students into two parts when followed examinations in the class to avoid learners were cheating. "Biasanya saya mengadakan ulangan harian. Saya bagi siswanya misalnya ada 32 siswa, saya bagi menjadi 16 siswa dalam kelas dan 16 siswa lagi menunggu di luar. Iya. Jadi untuk mereka mencontek itu, tidak ada" (TA, 16).

From teachers' perception toward PLPG above, researcher can conclude that State Junior High School 7 English teachers' perception toward PLPG were positive. It was shown by teacher A perception "PLPG positif sekali. Kita bisa menambah pengalaman kita dalam menyusun bahan ajar yang akan kita laksanakan sehari-hari". Teacher B also said "generally, PLPG, there are some information that I got about

PLPG (Q.17)." Teacher C added "PLPG itu positif. Banyak sekali ilmu yang didapat. Lebih ditingkatkan lagi" (Q.17). The last teacher namely teacher D also told "Buat saya positif PLPG ini cuman hanya rubah saja. Mungkin terlalu banyak tugas. Maunya yang sesuai saja yang dibutuhkan. RPP macam mana, langkah-langkah buat RPP lah dikasih contoh. kan teori saja"(Q.17).

However, they suggested the explanation of PLPG can be increased more than before. Teachers' suggestions toward PLPG such as the instructors of PLPG could explain the materials detailed and clearly. The PLPG' test could be changed because many teachers were complaint the test was very hard for state junior high school English teachers. The training of PLPG could be increased more than before. The instructors of PLPG could give the training directly and decrease the theories. Also, PLPG could decrease the assignments and group works because it was made teachers be stress and tired. PLPG could give the important knowledge for teachers in teaching practice like RPP and syllabi. The instructor of PLPG could lead teachers in doing their assignments without just asked the teachers to do it by their selves. Last, the time of PLPG could be increased because ten days were not enough to train teachers and comprehend module.

By doing interview, we concluded that there were not different perceptions of teachers who have different age, teaching experience toward PLPG. However, we found that there were different experiences between teachers who have followed PLPG in 2008 and in 2012. We thought that because there were new methods gotten by teachers who followed PLPG in 2012 than teachers who followed PLPG in 2008. It shown by teacher A who followed PLPG in 2012 "Kita dilatih untuk bisa membuat program kita itu menjadi seefektif atau seefisien mungkin agar siswa didik kita itu bisa menjadi apa, pembelajaran yang PAIKEM" (Q.6). Beside that, teachers who followed PLPG on 2008 told that at the time many teachers were still gotten stress in following PLPG. "Kami kerja sendiri. ya membuat sendiri. Kelompok-kelompok, Tanya teman Tanya begini-begini. Makanya guru banyak stress karena kebanyakan tugas-tugasnya" (TD, 17)). However, teachers who followed PLPG in 2012 told they were enjoyable in following PLPG. "Menyenangkan, cuman saya harapkan mungkin PLPG yang tahun-tahun berikutnya narasumbernya lebih detail dalam menjelaskan materi yang mereka ajarkan" (TA, 17).

Also, we found the data by doing classroom observation. After we observed teachers in teaching in class, we saw there was different techniques and teachers' motivation. Teacher A was the youngest English teachers who taught English around 6 years. However, in teaching English, she was very good at engaging students in class. She also prepared herself before teaching by designing lesson plan, used technology, and media to involve students' participation. She also tried to use English in teaching. She always upgraded her methods appropriate with students' situation.

Teacher B has taught English around 18 years. She was very good at teaching. She always upgraded her technique and methods in teaching. She prepared her lesson plan before teaching. She used English fully and asked students to use English in the classroom. She made students centered approach where she tried to make student be more active at class. She motivated the students before teaching them. However, she didn't design the lesson plan before teaching. It's happened when we visited her class and she admitted, she usually designed lesson plans before teaching.

Teacher C has taught around 30 years and focused teaching English around 12 years. When we asked her permission to observe her teaching practices, she was very

panic and afraid. Because she admitted that she taught English was not good as the other teachers. However, we tried to make sure that her name would be kept. It was found that she taught English without using media, technology and new methods of teaching. She just used old techniques such as presentation of learners. She asked students to read their exercises in that class without making the other students active in the class. Teachers C also admitted that she rarely designed lesson plans before teaching. She told that she was very tired in teaching.

Teacher D has taught around 15 year. She was very good at teaching English. She tried to make students active in the class. She used English and sometimes used Bahasa Indonesia. However, sometimes she did not design lesson plan before teaching. It happened when we entered and observed her class, we asked her lesson plan meanwhile she said that she had not made it yet.

The findings indicated that teachers who have taught for long time had the different methods and motivation in teaching English. The young teachers had more spirit to develop and create their materials in the class. They also tried to apply their competences, social, and also experience. In contrary, sometimes the teachers who had followed PLPG did not apply all of their knowledge in their practice. It was shown that most of them did not design their lesson plans before teaching however in PLPG they had been taught and trained to design the RPP/lesson plan. Moreover, they spent many times in PLPG to design RPP/lesson plan based on leaner's' competence and characteristics.

CONCLUSION AND SUGGESTION

Based on the findings of this study, the following conclusions or recommendations can be drawn.

Positive perceptions, in following PLPG teachers felt that PLPG was very positive for them. PLPG gave teachers the new knowledge in conducting classroom action research. PLPG trained teachers to design and implement evaluation in their teaching practice. PLPG upgraded teachers' skill and experience in teaching English. In following PLPG teachers could meet the other teachers from different schools and share their both experience and knowledge. The last, PLPG gave the new methods in teaching English.

The implications of the findings of this study are in future the instructors of PLPG can explain the materials detailed and clearly. Also, the PLPG' test can be changed because many teachers were complaint about the test which was very hard for state junior high school English teachers. The training of PLPG can be increased more than before by decreasing the theories. PLPG can decrease the assignments and group works because it was made teachers be stress and tired. The instructor of PLPG can lead teachers in doing their assignments without just asked the teachers to do it by their selves. The time of PLPG can be increased because ten days were not enough to train teachers and comprehend module.

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Students' Voice: EFL Speaking Problems on English Day Program at One Senior High School in Indonesia

Noprival
STIKES HARAPAN IBU, JAMBI, INDONESIA
noprival@yahoo.com

ABSTRACT

The purpose of this qualitative study was to examine the problems of speaking English encountered by students on English day at one senior high school in Jambi, Indonesia. The data were collected through demographic profiles and semi-structure in-depth interviews with senior high school students. The demographic data were analyzed descriptively while the interview data were transcribed and analyzed line by line to generate and develop codes and themes. Five salient themes that emerged in this research were (1) inadequate vocabulary knowledge, (1) grammar as a stumbling block, (3) fear of negative response from others, (4) low self-esteem to speak in English, and (5) feeling anxious to speak in English. Suggestions and implications are also discussed.

Key words: English day, speaking problems, Indonesian students

INTRODUCTION

Teaching-learning English in a multilingual country is a big challenge. Since the foreign language is learned by students after getting their local and national language. Moreover, the exposure of English is not common practice on daily basis. Correspondingly, Indonesia has many local languages in which each part of regions all over archipelago has different languages. Even though Indonesia is as a non-speaking country, the role of English is unavoidable to open global insight as well as used as a medium of international communication. By considering the importance of English, as acknowledged in educational curriculum of Indonesia, it has been one of compulsory subjects taught since junior high school; in point of fact many elementary schools implement it as a subject (depending upon school policy). Despite English is a mandatory school subject, in reality many senior high school students still cannot speak in English, whereas they have been learning English for many years. There are some possibilities of this point. Firstly, the time allocated is limited for this subject. Secondly, teaching English through Indonesian language is done by at some schools. Another important reason, it is not used as a medium of instruction for other subjects. That is why the degree of English use is not so frequently in education field. Based on the problems stated, one of senior high schools in Indonesia takes a real action to reinforce practicing English by implementing a language policy. The program is English day, which is a must of using English (speaking) as means of daily communication in certain day among students, teachers, and administrators. Unfortunately, although this program has been designed well to make students become familiar with English practice, but there are some students not taking part actively during this program.

For English language learners, speaking is one of the most important skills that they need to be developed (Tinjaca & Contreras, 2008) because it is the ability to

interact with other people and involves wide range of skills (Hadfield & Hadfield, 2012). Also, Harmer (2007) gives his outlook concerning speaking, he declares that a good spoken communication is not only having the ability of language features knowledge, but also the ability to process information. On account of demand on both language features and social processing, not all students are able to practice the language orally.

The problems of speaking English has become has become the focus of several previous studies. (Liu, 2007; Tsiplakides &Keramida, 2009; Gan, 2012; Bilal, Tariq,Rasyid, Adnan & Abbas, 2013; Kalanzadeh, Mahnegar, Hassannejad, & Bakhtiarvand, 2013; Zhiping&Paramasivam, 2013; Al Hosni, 2014; Öztürk&Gürbüz, 2014; Mukminin, Sutarno, Arif, Noprival, & Maimunah, 2015). Even though the previous studies have addressed the problems of speaking English faced by students, but not much research specifically focusing on the problems of speaking on English day implemented by schools in Indonesia. This study is important because it is exploring the experiences of Indonesian students' problems in speaking English as well as an evaluation of English day program applied by one senior high school in Jambi, Indonesia.

METHODS

Design of the study

The purpose of this paper was to report some of findings from the qualitative interview data on the problems of speaking English encountered by students on English day at one senior high in Jambi, Indonesia. Marshall and Rossman (1999, p. 33) declared that the aim of doing a qualitative study was historically "to explore, explain, or describe the phenomenon of interest" and a case study is one of the five qualitative traditions (Cresswell, 2007; Merriam, 1998; Johnson & Christensen, 2008). Moreover, a qualitative case study was 'an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are clearly evident; and in which multiple sources of evidence are used (Yin 1984 in Nunan 2010). In this study, I used a qualitative case study tradition as the research strategy to help describing the sources of speaking difficulties.

Research site, access, sampling procedures, and participants

I conducted current research at one senior high school in Jambi province, Sumatra Island, Indonesia. To get access to research site, I personally approached the English teacher, then after fulfilling some procedures I obtained permission formally from the principal. In this study, a purposeful sampling with a convenience case strategy was used. According to Merriam (1998) purposive sampling emphasizes on a criterion-based selection of information rich cases from which a researcher can discover, understand, and gain more insight on crucial issues for the study. In conducting this research, I chose 5 participants. They were (pseudonyms) **M1** (The twelfth grade of natural science student), **M2** (The twelfth grade of natural science student), **M3** (the eleventh grade of social science student), **M4** (the eleventh grade of social science student) and **M5** (the eleventh grade of social science student). The names of people, places, and research site were concealed through the use of pseudonyms in order to protect the rights of participants.

Data collection and analysis

In this study, data were collected through demographic profiles and semi-structured interview guided by an interview protocol. As it was not easy to interview each participant due to his or her reluctance or limited time. Each interview lasted between 20 and 30 minutes. Whereas, the language used during the interview was Indonesian language.

For the analysis of the data, the demographic data were analyzed descriptively in which every participant's information was described. Then, the interview data were transcribed and analyzed line by line to generate and develop codes, themes, or categories from all participants. The next step, I translated the data into English. In this article, I just presented the English version.

FINDINGS

The purpose of this qualitative study was to examine the problems of speaking English faced by students on English day at one senior high school in Jambi, Indonesia. I organized analysis and discussion around participants' voices, feelings, and thoughts on related to topic discussed. An analysis of the interview data revealed that five major themes were concerning students' problems in speaking English, including (1) inadequate vocabulary knowledge, (2) grammar as a stumbling block, (3) fear of negative response from others, (4) low self-esteem to speak in English, and (5) feeling anxious to speak in English (Table 1).

Table 1. Themes of the problems of speaking English faced by students

No	Themes
1	Inadequate vocabulary knowledge
2	Grammar as a stumbling block
3	Fear of negative response from others
4	Low self-esteem to speak in English
5	Feeling anxious to speak in English

Inadequate vocabulary knowledge

To communicate a language, it definitely needs a number of vocabularies as medium to transfer a message to recipient. Similarly, in spoken English communication, vocabulary is the main key to get involved in the conversation. In this study, the participants reported that the participants had a low speaking ability. It was due to lack vocabulary. For example,

> I have lack of vocabulary. (M2)
>
> [I am] absolutely poor in vocabulary, because if we are still lack of vocabulary, it is difficult to engage in the conversation. (M3)
>
> I think, vocabulary is a major issue. (M4)

The data indicated that vocabulary was one of barrier faced by the participants in speaking English on English day. Even, one of participants admitted that vocabulary was a major problem. By realizing the weakness on vocabulary knowledge, it made them silent during the program.

Grammar as a stumbling block

The main purpose of spoken communication is to transfer either thought or information among those who engage in the conversation. Grammar is one of language elements in practicing communicative skill. In this study, the participants admitted that they had difficulty in speaking English on English day by reason of lack of grammar knowledge. The following statements proved the finding,

> We do not know about the tenses and part of them as well, sir. (M2)
>
> Because there are so many words and yeah….also grammar used in speaking. (M4)
>
> I do not understand English well, exactly grammar**.** (M5)

The examples of excerpts above showed that grammar was a stumbling block of practicing English on English Day. Grammar seemed to make participants too cautious before speaking. In other words, too much focus on using appropriate grammar (accuracy) in speaking makes students inactive to speak in English. Basically, as far as turn-taking run and understand each others, it is acceptable in the oral communication, including on English day.

Fear of negative response from others

The students' perception toward the implementation of English day would reflect how the program runs. The positive response will support the English day atmosphere. It make students encouraged to practice English, conversely the negative response will make students demotivated to take part actively on English Day. The following source of speaking problem encountered by participants was fear of negative responses from other students. They reported,

> English day is beyond our expectation. So if I speak English here, my friend…how to say it…..like mocking. (M1)
>
> [I speak] Indonesian language too. As….. I stated before sir. Many friends of mine mocked me when I make mistake. Absolutely being shy to be teased sir. Probably I am no longer enthusiastic to speak in English. (M2)
>
> Sometimes we start to speak English. If I make mistake even only one word, it would be teased or mocked. (M5)

The data indicated that negative response from others could lose participants' motivation to practice English on English day. The participants acknowledged that they were fear once their mistake was noticed. If it happened, the others would tease and mock by others, consequently the participants were shy. This reason resulted that practicing English on English day was frightening.

Low self-esteem to speak in English

The courageousness to convey what language has been learned is essentially needed for foreign language learner. In the same way, English language learner needs to practice English confidently, to foster the language proficiency itself. However, what I have found in this study, the participants had low self-esteem to speak in English. As stated in the following statements,

> My friends also speak Indonesian. The students who usually speak English only certain people. Yeah…the smart ones. (M2)

> Being afraid of making mistake. That is why I have low self-esteem. (M3)

> I am shy because my English is not too good. (M4)

> In my mind, English make me dazed when I practice it. My friends insult me arrogant [as well]. (M5)

The data indicated that low confidence made participants unwilling to speak in English on English day. In particular, the problems were in the forms of being dazed, shy, and afraid to speak in English. Also, the participants felt inferior to speak English with those who had better English ability. Those sorts of reason discouraged the participants to speak in English.

Feeling anxious to speak in English

Good English knowledge (grammar, vocabulary, pronunciation, etc) cannot assure that students will never come across any problems to speak English, as it involves interaction among interlocutors, including psychological readiness. Like those whose is good in writing might be not good in speaking and vice versa. In this study, the participant frankly stated that they felt nervous to speak English on English day. They reflected,

> Being nervous, because I pronounce [English words] inappropriately. I feel inferior to speak English with the smart ones. (M3)

> Certainly, being nervous because we realize that our [English] ability is not so good as the teacher. (M4)

> Being anxious. I got sensation of pulse especially [speaking in English] with the teachers. (M5)

The data indicated that feeling anxious was one of causes that influenced participants not to speak in English on English day. For the reasons, they had their own reason why they got so. Like pronouncing English words inappropriately, feeling inferior with those considered having better English proficiency, and hesitating to speak English with the teachers.

DISCUSSION

Since English is as a subject teaching during the class merely, the chance of practicing English is restricted. To increase the exposure of English in the school atmosphere, the language policy has been applied by one senior high school in Jambi, Indonesia. But, the problem in implementing English day needs to be evaluated in order to get a better outcome. In this current study, I found the source of speaking problems encountered by students, which were described and interpreted from participants' personal reflections and perspectives. There were five major problems related to students' problem in using English on English day, including 1) inadequate vocabulary knowledge, 2) grammar as a stumbling block, 3) fear of negative response from others, 4) low self-esteem to speak in English, and 5) feeling anxious to speak in English.

The first theme emerged that vocabulary was one of factors why participants not to speak English on English day. The finding of the study is consistent with what Gan (2012) found that students would rather make silence than speak English on account of lack of vocabulary. Therefore, the role of English teachers is very essential to encourage students to speak, as Harmer (2007) suggested that the teachers should supply the use of a number common lexical phrases, especially in the performance of certain language functions, like vocabularies used in greeting, agreeing, introducing, and another situation in which vocabularies are frequently practiced.

My research also revealed that the participants were lack of grammar knowledge. This finding corresponds with the previous study done by Priyanto (2013) stated that there is a significant correlation between students' grammar competence and their speaking fluency. Additionally, a study by Gan (2012) indicated that students having grammar problem, they would experience a stumbling block in speaking. In Indonesia, most English teachers seem keen of implementing grammar based learning even though they know that the curriculum expects that students are able to develop speaking skill which is not only accurate but also fluent.

Another influential source of English speaking problems on English day reported by the participants in this study was fear of negative response from others. What I found is consistent with the findings of previous studies that found fear of negative evaluation from others (Tsiplakides&Keramida, 2009; Zhiping&Paramasivam, 2013; Mukminin, Sutarno, Arif, Noprival, & Maimunah; 2015). Fear of negative evaluation from others has resulted in participants in this study being silent during English day both inside and outside the classroom. Particularly, they were afraid of making mistake in speaking English.

In addition, based on participants' report, it is stated that low self-esteem to speak in English was one of findings in this study with regard to speaking problems experienced by students on English day. Furthermore, this finding is relevant with what other previous researchers (Kalanzadeh, Mahnegar, Hassannejad, & Bakhtiarvand; 2013) found. They stated that there is a correlation between self-esteem and students' verbal performance, those who have high self-esteem will practice a good English communication and vice versa. To put that another way, the English language ability and self-confidence are intertwined each other.

Lastly, the participants in this study reported that they felt anxious to speak in English on English day. These findings are consistent with the previous studies that speaking English as one of the strong and major sources of language anxiety (Liu, 2007; Öztürk&Gürbüz, 2014). In this study, the participants seemed to underestimate their own ability and they perceived that they would be under attack in the program (English

day). Also, they perceived that they were less competent than other students in their school, which might result from the view that speaking English was viewed something beyond their habit.

The five major themes related to Indonesian senior high school students' English speaking problems that I found in my study are much intertwined each other. However, the findings of this study should be considered in the view of some limitations. Despite the fact this study will potentially contribute the sort of evidence necessary for providing supports for students in terms of speaking problems on English day, participants may not be representative of all Indonesian students studying at school in which English day is implemented. There may be differences of English speaking problems experienced by Indonesian students from one school to other school. Future research may include a larger sample of Indonesian students from different schools.

CONCLUSIONS AND IMPLICATIONS

The findings from this study contribute to our understanding of the problems of speaking English at one senior high school in Jambi. They have emerged specific sources of barrier encountered by students. It confirmed that participants as students in a non-English speaking school experienced a variety of speaking challenges as well. By noticing sorts of main issue, it might help to discuss possible solution as an evaluation of the program. The five major themes related to Indonesian senior high school students' English speaking problems that I found in my study have a quantity of implications either for students or English teachers.

The participants whose are lack of vocabulary and grammar knowledge should get special reinforcement. It can be done by English teachers. The teachers should facilitate by providing various teaching methods, approaches, strategies, and techniques. More importantly, the teachers need to motivate students to speak in English by telling that the use of perfect grammar is not too mandatory and it can be improved by practicing the language continuously.

Also, as the participants feel fear and anxious to speak in English, verbal harassment like mocking or bullying is strictly prohibited during English day. The policy makers like principal or teacher taking responsibility in this program should formulate and implement regulation firmly. Another important thing, in overcoming the problem of English day, it has to involve other stockholder, like counselor who can help those who have low-self esteem in speaking English.

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EXTROVERT VS. INTROVERT PERSONALITY IN SPEAKING ABILITY

Desi Kasdiana and Suci Pratiwi
Department of English Education, State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru, Indonesia

ABSTRACT

Nowadays, English is an international language that is taught in almost all level of education in Indonesia. It means that communication is demanding among everybody especially students. Everyone has different personality. Personality refers to psychological aspects which are defined as a dynamic organization from the psychophysics in individual, which can also determine his adaption uniquely toward his environment. There are introvert and extrovert personality. Both of them are different contradictory dimension. Nevertheless, each of personality has strength and weaknesses. The design of the study was descriptive study. The purpose of this study is to describe the difference of extrovert and introvert personality in speaking ability. This study conducted at SMAYLPI Pekanbaru. The subject of this study was the eleventh grade students of SMA YLPI Pekanbaru. The participants were 126 students that consist of four classes. The instruments of the study were questionnaire and speaking test.
Key words: *extrovert, introvert and speaking ability*

1. INTRODUCTION

Nowadays, English is an international language that is taught in almost all level of education in Indonesia as foreign language. It means that communication is demanding among everybody especially students. Everyone has different personality. Personality refers to psychological aspects which are defined as a dynamic organization from the psychophysics in individual, which can also determine his adaption uniquely toward his environment. There are introvert and extrovert personality. Both of them are different contradictory dimension. Nevertheless, each of personality has strength and weaknesses. Personality has however, been studied in a variety of different ways. It has been viewed as pertaining to different forms of information processing styles or learning styles (Messick, 1994 in Sharp, 2008). Thus, the next section would describe extrovert versus introvert in speaking ability.

1.1 Extrovert and Introvert

Extroversion and introversion are potentially important factors in the acquisition of a second language. Extroverts maybe relatively shy but still need the affirmation of others. Extroversion is a preference to direct personal interest or behavior towards others. Introversion is a preference to direct one's thoughts and feelings inwards. (Cushman Wakefield, 2013). Introverts can have an inner strength of character that extroverts do not have (Brown, 2007). Extroverts are characterized as sociable, active, risk-taking, impulsive, expressive and they enjoy participating in groups while introverts tend to be, quiet, introspective and reserved except to intimate friends (Eysenck & Eysenck, 1975; 1985 in HemmatNezhad et al, 2014). According to

(Dörnyei, 2005 in HemmatNezhad et al, 2014) introverts' better ability to consolidate learning, their less distractibility and better study habits may help them to obtain better results in learning than extroverts. On a partially related personality dimension, introverts generally do better in school and extroverts talk more, some SLA researchers have hypothesized that extroverts would be more successful language learners, but there is no clear support for the advantage of either trait (Muriel, 2005).

The activity of the extrovert is seen as directed towards the external world and that of the introvert inward upon himself or herself. Extroverts are sociable, like parties, have many friends and need excitement in everything they do; they are sensation-seekers and are lively and active. Extroverts are easily distracted from studying, partly as a result of their gregariousness and partly because of their weak ability to concentrate for long periods. On the other hand, introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement (Eysenck & Chan, 1982 in Nurianfar, 2014).

1.2 Speaking

Human beings are social creatures that need to associate with one another. They communicate with a language to keep their relationship (Clark and Clark, 1973). Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic (Nation and Newton, 2009). English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies. In the process of teaching and learning, the four language skills (listening, speaking, reading, and writing) are simultaneously performed. Normally, learners in an EFL context do not use the language in authentic situations. They possess inability in communicating appropriately and correctly. In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. Reference stated that speaking English is the most difficult for learners. In this research, the writers describes the students speaking ability based on their personality, in this case the extroversion and introversion.

According to (Bledsoe, 1990 in Souzandehfar et al, 2014) that relationship between trait-like communication apprehension and extroversion/introversion. The study verified a moderately strong linear relationship between trait-like communication apprehension and introversion. Souzandehfar et al, 2014 investigated of 47 EFL Iranian students about the correlations between the individual learning styles of extraversion and introversion and IELTS speaking ability. The result showed negative relationships between individual learning style and IELTS speaking ability.

2. MATERIALS AND METHODS

This study was descriptive research. According to (Gay, 2000) a descriptive study determines and describes the way things are. The purpose of this study was to describe the extrovert versus introvert in speaking ability. In this study, there were four classes as population. Then every student fulfilled the questionnaires. Then, extroverts and introverts are gotten. Both extroverts and introverts were tested orally. The subject of this study was the eleventh grade students of YLPI, Pekanbaru.

2.1 The Participant of the study

The participant of this study was the eleventh grade students of YLPI Pekanbaru. There were four classes with the total number of 126 students. Firstly, the writers gave questionnaires to the four classes, the results of the questionnaire was 40 students were categorized as extrovert and introvert.

2.2 The Technique of Data Collection

The next step of this study was collecting the data. In collecting data, the writers used questionnaire and test. Questionnaire is used to measure the students' personality of extrovert or introvert. The questionnaires were composed 25 items (Carter, 2009). Test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2003). The speaking test technique was oral test.

3. RESULTS

There were 25 items of questionnaire to test the students' personality (extrovert or introvert) given to the 126 students of XI class. Then the writers obtained 40 students categorized as introvert and extrovert. From the score of students' speaking test of both extroverts and introverts were slightly different. The score of speaking test was analyzed on a six-point scale: accent, grammar vocabulary, fluency and comprehension (Hughes, 2003). The data of the students' speaking test can be seen on Table III.1 below:

Table III.1
Students 's Speakig Score

No	Respondent	Accent		Grammar		Vocabulary		Fluency		Comprehension	
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1	Student 1	3	3	3	2	2	2	3	3	2	3
2	Student 2	3	3	3	2	3	2	3	3	3	2
3	Student 3	3	3	3	3	3	3	4	3	3	3
4	Student 4	3	3	3	2	2	2	3	3	2	2
5	Student 5	3	3	3	2	4	2	4	3	3	3
6	Student 6	3	3	3	3	3	4	3	3	3	3
7	Student 7	2	3	2	2	2	2	3	2	2	2
8	Student 8	2	2	2	2	2	2	2	2	2	2
9	Student 9	3	3	3	2	2	2	3	3	2	2
10	Student 10	3	3	2	2	2	2	3	2	2	3
11	Student 11	2	3	2	2	2	3	2	3	2	2
12	Student 12	3	2	2	2	2	2	3	2	2	2

13	Student 13	3	3	2	3	2	3	3	3	2	3
14	Student 14	2	2	2	2	3	2	3	2	3	2
15	Student 15	2	3	2	2	3	3	3	3	2	3
16	Student 16	3	3	3	2	2	2	3	2	2	2
17	Student 17	3	3	3	2	3	3	4	3	3	3
18	Student 18	2	2	2	2	2	2	3	2	2	2
19	Student 19	2	2	2	2	2	2	2	2	2	2
20	Student 20	2	2	2	2	2	2	2	2	2	2
21	Student 21	2	2	3	1	2	1	3	2	2	1
22	Student 22	2	2	2	2	3	3	3	2	3	2
23	Student 23	3	3	3	2	3	3	3	2	3	3
24	Student 24	2	3	2	2	2	2	2	2	2	2
25	Student 25	3	3	3	3	4	4	4	3	4	3
26	Student 26	1	2	2	2	2	2	2	2	2	2
27	Student 27	2	3	2	2	3	3	2	3	3	2
28	Student 28	2	2	2	1	2	1	2	1	2	1
29	Student 29	2	2	2	2	2	2	2	2	2	2
30	Student 30	2	3	2	2	3	2	3	2	3	2
31	Student 31	3	3	2	2	2	2	3	2	2	2
32	Student 32	1	2	2	1	2	1	2	1	2	1
33	Student 33	3	3	3	2	3	2	4	2	3	2
34	Student 34	3	3	2	2	2	2	3	2	3	3
35	Student 35	3	3	3	2	3	3	3	3	3	3
36	Student 36	3	3	3	2	2	3	3	2	2	3
37	Student 37	1	1	2	1	2	1	1	1	1	1
38	Student 38	3	2	2	2	2	2	2	2	2	1
39	Student 39	2	3	2	2	3	2	3	3	2	3

40	Student 40	2	2	2	2	2	2	2	2	2	2

The table above described that the students speaking score from the two raters. The respodents of number 1 until number 20 were categorized as extrovert and the respondents of number 21 until number 40 were categorized as introvert.

The following tables showed the frequency distribution of extroverts and introverts. The highest score of extroverts was 15.5 and the lowest score was 10. The highest score of introverts was 17 and the lowest score was 6.

Table III.2
The Frequency Distribution of Extrovert Students in speaking ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10.00	3	15.0	15.0	15.0
	10.50	1	5.0	5.0	20.0
	11.00	2	10.0	10.0	30.0
	11.50	2	10.0	10.0	40.0
	12.00	1	5.0	5.0	45.0
	12.50	2	10.0	10.0	55.0
	13.00	2	10.0	10.0	65.0
	13.50	2	10.0	10.0	75.0
	14.00	1	5.0	5.0	80.0
	15.00	2	10.0	10.0	90.0
	15.50	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Table III.2 shows, there were 20 students attended for speaking test of extrovert students. Among these who attended, there was 3 students (15%) scored 10, 1 student (5.0%) scored 10.5, 2 students (10%) scored 11, 2 students (10%) scored 11.5 respectively, 1 student (5.0%) scored 12, 2 students (10%) scored 12.5, 2 students (10%) scored 13, 2 students (10%) scored 13.5,1 student (5.0%) scored 14, 2 students (10%) scored 15 and 2 students (10%) scored 15.5.

Table III.3
The Frequency Distribution of Introvert Students in speaking ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.00	1	5.0	5.0	5.0
	7.50	1	5.0	5.0	10.0
	8.00	1	5.0	5.0	15.0
	9.50	3	15.0	15.0	30.0
	10.00	2	10.0	10.0	40.0
	10.50	1	5.0	5.0	45.0
	11.50	1	5.0	5.0	50.0
	12.00	2	10.0	10.0	60.0
	12.50	3	15.0	15.0	75.0

13.00	1	5.0	5.0	80.0
13.50	1	5.0	5.0	85.0
14.00	1	5.0	5.0	90.0
14.50	1	5.0	5.0	95.0
17.00	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table III.1 shows, there were 20 students attended for speaking test. Among these who attended, there was 1 student (5.0%) scored 6, 1 student (5.0%) scored 7.5, 1 student (5.0%) scored 8, 3 students (15%) scored 9.5 respectively, 2 students (10%) scored 10, 1 student (5.0%) scored 10.5, 1 student (5.0%)scored 11.5, 2 students (10%) scored 12, 3 students (15%) scored 12.5, 1 student (5.0%) scored 13, 1 student (5.0%) scored 13.5, 1 student (5.0%) scored 14, 1 student (5.0%) scored 14.5, and 1 student (5.0%) scored 17.

4. DISCUSSION

According to the obtained result, extroverts were bit better than introverts in their speaking ability. It can be seen from their score, the highest score of extroverts was 15.5 and the lowest score was 10, while the highest score of introvert was 17 and the lowest score was 6. The rate on a six-point scale (Hughes, 2003) of extroverts were their accent was the most in point number 3 where as foreign accent required concentrated listening. From their grammar, the extroverts was the most in point number 2 where constant errors of grammar. In vocabulary, they were most in point number 2, limited to the basic personal and survival areas, but two of them were in point number 4. From fluency, the extroverts were most in point 3: speech was frequently hesitant and sentences may be left uncompleted. The last point was comprehension, in this point, the extroverts were most in number 2: they understood slowly, required constant repetition and rephrasing. While, the rate on a six-point scale of introverts were their accent was the most in point number 3 where as foreign accent required concentrated listening, but a few of them was in point 1(pronunciation frequently unintelligible). From their grammar, the introverts was the most in point number 2 where constant errors of grammar. In vocabulary, they were most in point number 2, limited to the basic personal and survival areas, but one of them were in point number 4 (professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions) . From fluency, the introverts were most in point 2: speech was very slow, but two of them were in point 4. The last point was comprehension, in this point, the introverts were most in number 2: they understood slowly, required constant repetition and rephrasing. One of them was in point 4 and four were in point 1.

According to (Eysenck & Eysenck, 1975; 1985 in HemmatNezhad et al, 2014) that extroverts are characterized as sociable, active, risk-taking, impulsive, expressive and they enjoy participating in groups while introverts tend to be, quiet, introspective and reserved except to intimate friends. Although the introverts tend to be quite, but this study showed that the highest score of speaking test was from introverts. Some of the introverts did better for each on a six-point scale also. Finally, the extroverts was bit better than introverts in speaking ability.

5. CONCLUSION

This study described extroverts and introverts in speaking ability. From the obtained results, the extroverts were bit better than introverts in speaking ability.

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Appendices I
Name :
Class :
Day/Date :

Direction
a. There are 25 questions in this questionnaire.
b. Please answer the following questions based on your personal.
c. Give mark (x) for your answer.

---

1. I make friends very easily and quickly.
   A Not particularly
   B Yes
   C I tend to have more long-standing friendships than ones that are made easily and quickly

2. Does being the centre of attention bother you?
   A Yes
   B Not in the slightest
   C Sometimes

3. When you are performing a task that requires a great deal of concentration do you perform better in solitude and silence?
   A I am easily distracted by noise and other activity and would perform the task much better in solitude and silence
   B I cannot perform well in complete silence and solitude and prefer some background noise or activity
   C I am not really bothered if the conditions are noisy as I have the powers of concentration to shut out the noise if necessary

4. Do you find it easy to contribute to open discussions at large gatherings and meetings?
   A No, I usually tend to stay quiet and leave the group discussions to others
   B Yes
   C I don't find it easy but do contribute from time to time

5. If invited to a fancy dress party what would be your reaction?
   A Probably decline the invitation
   B Quite pleased and looking forward to sorting out my outfit
   C I would go to the party but choose an outfit that was fairly run-of-the-mill and certainly not too outlandish

6. How often do you tell jokes?
   A Rarely or never
   B More than occasionally
   C Occasionally

7. If you are taking part in an argument and find that everyone disagrees with your point of view, even though you are convinced you are correct, how would you be most likely to react in this situation?
   A I might give up the argument and have another think about it in case I was incorrect after all
   B Stick to my guns and relish the debate
   C Stick to my guns but as further debate seems futile, end the

debate by saying something like *we will have to agree to differ*

8. If sufficiently provoked how easy is it for you to stop yourself from blowing your top in a public place?
   A Very easy – I have never blown my top in a public place
   B Not at all easy
   C Usually easy – but on some occasions I have had to exercise a great deal of self-control in order to stop myself from losing it

9. If you saw someone throw down some litter at a railway station what would you do?
   A Nothing
   B In certain circumstances I might well ask them to pick it up
   C Probably nothing except perhaps a look of annoyance

10. If you want to complain about something, which of the following would you prefer?
   A Write a letter
   B Speak to the people concerned face to face
   C Speak to the people concerned on the telephone

11. Do you ever regret that you are not more outgoing and ableto let yourself go more often?
   A Yes
   B No
   C Possibly

12. Do you prefer to work alone or as part of a team?
   A Alone
   B Part of a team
   C No preference

13. Do you see yourself as a motivator?
   A No
   B Yes
   C Perhaps on occasions I have motivated other people

14. Which do you enjoy the most: talking to people on a one-to one basis or to join in a group discussion?
   A One-to-one basis
   B Group discussion
   C No strong preference

15. How do you prefer to celebrate your birthday?
   A Like any other day
   B A party with friends and family
   C A few cards and a special meal or night out perhaps

16. Do you leave most people in no doubt about what your opinions are on politics and current affairs?
   A In general I keep most of my opinions to myself
   B Yes
   C From time to time I let my views be known, but certainly not always

17. When in conversation with people how often do you dry upand find yourself struggling to continue the conversation?
   A More than occasionally
   B Never
   C Occasionally

18. Do you like to explore the reasons or motives for other people's views or actions?
   A Not particularly
   B Yes
   C Sometimes

19. If someone at a party asked you to perform your party piece, what would be your reaction?
    A No way
    B OK
    C Not sure, I might embarrassingly stumble through something

20. Which of the following words best describes you?
    A Reserved
    B Sociable
    C Conforming

21. Do you think you would be good at directing a play on-stage?
    A No, not for me
    B Yes
    C Maybe

22. You are the first to arrive for a public meeting at your local town hall. Where would you sit?
    A Near or at the back
    B Near or at the front
    C Somewhere in the middle

23. Would you describe yourself as talkative?
    A No
    B Yes
    C It depends who I am talking to

24. Which of the following words best describes you?
    A Private
    B Communicative
    C Willing

25. How good are you at making small talk?
    A Hopeless
    B Pretty good
    C Although small talk is pretty irrelevant, I am able to make small talk when the need or situation arises

Appendices II

Data of the Participants

No	Respondents	Score of Introvert	Score of Extrovert	Speaking score		Average of Score
				Rater 1	Rater 2	
1	Student 1		36	13	13	13
2	Student 2		34	15	12	13,5
3	Student 3		34	16	15	15,5
4	Student 4		36	13	12	12,5
5	Student 5		35	17	13	15
6	Student 6		36	15	16	15,5
7	Student 7		32	11	11	11
8	Student 8		33	10	10	10
9	Student 9		33	13	12	12,5
10	Student 10		36	16	12	14
11	Student 11		30	10	13	11,5
12	Student 12		34	12	10	11
13	Student 13		35	12	15	13,5
14	Student 14		35	13	10	11,5
15	Student 15		33	12	14	13
16	Student 16		33	13	11	12
17	Student 17		36	16	14	15
18	Student 18		35	11	10	10,5
19	Student 19		30	10	10	10
20	Student 20		35	10	10	10
21	Student 21	17		12	7	9,5
22	Student 22	20		13	11	12
23	Student 23	17		15	13	14
24	Student 24	18		10	11	10,5
25	Student 25	20		18	16	17
26	Student 26	18		9	10	9,5
27	Student 27	20		12	13	12,5
28	Student 28	18		10	6	8
29	Student 29	20		10	10	10
30	Student 30	19		13	11	12
31	Student 31	20		12	11	11,5
32	Student 32	20		9	6	7,5
33	Student 33	20		16	11	13,5
34	Student 34	16		13	12	12,5
35	Student 35	20		15	14	14,5
36	Student 36	16		13	13	13

37	Student 37	20		7	5	6
38	Student 38	20		10	9	9,5
39	Student 39	20		12	13	12,5
40	Student 40	19		10	10	10

The Effect of Using Fluency Workshop Technique on Students' Speaking Ability

Lisa Septiany
lisaseptiany@yahoo.com

The aim of the study is to find out the effect of using fluency workshop technique on students' speaking ability. The subjects were second year students of Islamic senior high school in Pekanbaru. It was a quasy-experimental research by using non-equivalent control group design. The design was based on the pre-test and post-test. Students were given a pre-test and were asked to tell the story of title given. The researchers then began a two-month experiment. During the experimental period, the students were taught fluency workshop technique. In addition, fluency workshop technique was conducted in order to help students obtain a better speaking. The post-test, which was exactly the same as the pre-test, was given at the end of the experimental period. The findings reveal significant differences of students' speaking ability between the pre-test and the post-test. This suggests that fluency workshop technique may facilitate the learning of students' speaking.

Keywords: fluency workshop technique, speaking ability

1. INTRODUCTION

Speaking is one of the parts in learning a language and it is one of the language skills that learners should be mastered. Basically, speaking is a students' way to convey their thought in oral and it becomes the pivotal thing in learning a foreign language, particularly English. Richards says the mastery of speaking skills in English is a priority for many second-language or foreign-language learners (2008, p.19). Consequently, learners should develop their spoken language proficiency and it should be practiced regularly and independently. It is difficult for students to speak English because it is not their mother tongue. Students also face difficulties to practice their spoken proficiency. They tend to translate word by word from their mother tongue into English. In addition, students need to find out appropriate words to convey meaning accurately. Besides, students also think twice to speak English and they think of grammar, vocabulary and another language features so they are difficult to speak English. In teaching a foreign language, teacher has the main role in students' speaking ability and it is a very challenging thing to teach speaking English for teacher.

Based on the School-Based Curriculum of Senior High School 2010, the standards competence of speaking is to express the meaning of formal and sustained transactional and interpersonal conversation in daily life; to express the meaning of short functional text and a monolog in the form of report, narrative and analytical exposition in daily life.

Teaching speaking in school is not separated from interpersonal conversation and transactional conversation. Interpersonal conversation means that a conversation that is done to socialize between two or more people. While transactional conversation means that a conversation that is done to get feedback from the partners, for instance conversation about expression such as giving invitation, bargaining, expressing

certainty.. MAN 1 Pekanbaru also provides guidance for School-Based Curriculum in learning and teaching English.

Based on preliminary research, teacher usually explained the lesson and students were asked to do an exercise and checked the exercise classically. Then, the teacher followed up whether students understand or not the lesson. Consequently, it still made them difficult to understand the lesson. The writer tried to propose a technique which was never taught to students so that there was a variety of learning English for students. It aimed at attaining with the minimum criteria of passing grade, especially for second year students. This grade comprises of the integration of those language skills, listening, reading, speaking, and reading. Though this school had done a number of efforts to increase students' English competence, the students seem not to perform their English proficiency based on the curriculum given. Based on the preliminary research, the symptoms were as follows: (1) Some students had poor vocabulary to speak English; (2) Some students were not able to pronounce English words well; (3) Some students were not able to speak English in correct grammar; (4) Some students were not able to convey their ideas fluently; (5) Some students were not able to comprehend English well

It can be assumed that some of students' difficulties in speaking English might be caused by the uninteresting teaching strategy that had been used by the teacher. In teaching and learning process, teacher used monotonous technique that caused the students could not improve their speaking ability. The teacher had to be creative to manage the strategy in teaching and learning process

Therefore, there would be techniques which coped with students' difficulties in speaking and the writer tried to propose only a solution to overcome those obstacles by using Fluency Workshop technique that was developed by Rita Wong, to aid students in fostering their pronunciation and it includes spoken proficiency (1987, p.17). This technique was chosen because it allowed the students a sense of improved fluency which was categorized in speaking ability. Students integrated expressing idea and honing their fluency in speaking. Students' language development depends on what they experience in teaching and learning process, and teacher should be able to create meaningful learning activities.

I. I. Fluency Workshop Technique

Effective communication requires not just the mastery of speaking habits such as gestures, posture, and eye contact. It also depends on individual sounds and the accompanying aspects of pronunciation such as stress, rhythm, and intonation. English foreign learners should know how to speak in a foreign language well. According to Maurice in Rita Wong, fluency workshop is one way to improve students' speaking ability. It gives the students a sense of improved fluency while students are speaking. It is a low-risk speaking task because it involves speaking to only one other person at a time (Wong, 1987, p.23). Moreover, Bresnihan and Barbara also stated that introduced to an adapted form of the Fluency Workshop in which one student does all three speaking turns without doing any listening in between (1996, p.30). Melton states that students have three opportunities to talk and listen to another student talk about the same topic. They alternate roles back and forth from listening to speaking. When listening, they may ask questions, but cannot contribute an opinion or add to what the speaker has said. After the activity students reflect on their level of fluency in the first discussion and the third discussion (Melton). In other words, fluency workshop gives an

opportunity to students to drill their speaking ability because they speak to their partner. The purpose of this exercise is to give students the chance to talk about the same topic but to different listeners (Wong, 1987, p.17). They are given decreasing periods of time for each round. With each subsequent round, the speakers become more familiar with what they want to say and can say it more fluently. In a nutshell, they may do an interaction each other but not take over.

Fluency Workshop technique is used to activate students in speaking English because they will rehearse their ability in pair. Students are instructed to stand in large circle. They are paired off and designated A (speaker) and B (listener). The teacher gives a discussion topic to the speakers. For the first round, students are given 4 minutes for discussion. Speakers are told to move clockwise and begin their discussion anew with their next discussion partner. This time, they are given only 2 minutes. In the final round, they again move clockwise and are given 1 minute for discussion. At this point, the teacher asks selected B students to report on what they have heard, and then assigns them a new topic. This time, the B students are the speakers, and the A students serve as the listeners. The B students again engage in three rounds of conversation. As a culminating activity, the teacher may ask students to discuss how their speaking ability level differed in the three rounds of conversation (Muria, 2008, p.291). In short, students are able to deliver their ideas well by using this technique and they foster their speaking ability. So, fluency workshop technique is one of the steps in giving an enhancement of students' speaking ability. Students will speak in three times in different partner. This technique assists them to convey the message and communicate it to the partner in three times. So, this research is going to find the effect of using fluency workshop technique toward students' speaking ability of second year at MAN 1 Pekanbaru.

I. II. Speaking Ability

In teaching English, speaking is important part to know how far students' achievement in learning English by looking at this productive skill. Nation and Newton state that speaking as a part of work or academic study may involve presenting reports or presenting a view point on a particular topic (2009, p. 122). So, speaking can be described as the basic prominent skill to be studied in a foreign language and as a meaningful interaction between students. In addition, Nunan states that speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (1991, p. 39). In other words, speaking is the pivotal thing in communicative purpose of language learning. Moreover, Richard and Renandya state that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (2002, p.204). It means that speaking forms a part of shared social activity of talking. Based on the quotations above, it can summarize that speaking ability is an essential tool for communicating in a foreign language. Speaking cannot be separated from language learning because it is a productive skill which measures one's improvement on learning language. Speaking a foreign language is an effective oral communication which requires the ability to use the language appropriately in social interaction.

II. METHOD

II.I. Research Design

This research is a kind of an experimental research. It is the only type of research that can test hypotheses to establish cause-and-effect relationship. It states the strongest chain of reasoning about the relationship between variables (Gay and Airasian, 2000, p.367). The method in this research is a quasi-experimental research. Research design was nonrandomized control group pretest-posttest design. There were two variables used in this research. The first was Using Fluency Workshop Technique (X) and the second was Students' Speaking Ability (Y). It involved two groups, an experimental group and a control group.

The researcher tried to find out the effect of using Fluency Workshop Technique toward students' speaking ability of second year at MAN 1 Pekanbaru. In this research, the experimental group means that the students who were given the treatment by using Fluency Workshop Technique. The treatment was given for six meetings two times a week. The method used in this research was quasi-experimental research. Research design which was used in this research was Non Equivalent-Control Group design (Cresswell, 2008, p.341) Gall also states that both experimental and control group took a pre-test and a post-test.(1996, p.507)

II.II. Procedures of Research

In conducting the experimental research, the researcher did some research procedures for both experimental and control groups. The research was carried out for eight meetings. The research procedures are as follows:

1. Conducting Pre-test

The pre-test was carried out to know the basic of students' speaking ability in performing monolog to both experimental and control group. The test was presenting the speech based on the text from the teacher.

2. Conducting Treatment

The treatment was given only to the experimental group. The treatment was given based on the Fluency Workshop Technique procedures. The treatment was given as follows:

a. The teacher divided students into two groups and asked students to stand in a circle
b. The teacher asked the first group as speakers and the second group as listeners. The listeners were in inner circle and the speakers were in outer circle
c. The teacher gave a discussion topic to the speakers. For the first round, students were given 4 minutes for discussion
d. The teacher asked the speakers to move and got a new partner of listener to discuss the topic. The students only had two minutes.
e. The teacher instructed the speaker changed partner and discussed again in one minute
f. The teacher asked the listeners reported what they had heard
g. The teacher instructed to change their function, the speakers became the listeners and vice versa
h. The teacher asked students to discuss how their speaking ability level differed in the three rounds of conversation

3. Conducting Post-test

The researcher gave the post test to both experimental and control groups after conducting the treatment for eight meetings for experimental group. The post-test was conducted to know the improvement of students' speaking ability in performing monolog after practicing Fluency Workshop Technique. The post-test was the similar model to the pre-test to know the students' speaking ability.

III. FINDINGS

The Analysis Pre-test and Post-test Score of Control and Experimental Class Table 1, the results showed there were significant differences in students' Speaking Ability between pre-test and post-test score of control and experimental class. There

Table 1
Students' Pre-test and Post-test Scores
of Control and Experimental Class

	Control			Experimental		
Students	post	pre	gain	post	pre	gain
1	56	56	0	64	52	12
2	52	48	4	62	52	10
3	46	46	0	70	52	18
4	42	50	-8	60	56	4
5	58	42	16	62	50	12
6	52	56	-4	54	48	6
7	54	50	4	70	50	20
8	54	56	-2	64	54	10
9	56	46	10	60	48	12
10	52	54	-2	62	52	10
11	52	42	10	68	44	24
12	46	48	-2	60	52	8
13	46	46	0	70	54	16
14	50	50	0	72	52	20
15	56	42	14	68	46	22
16	58	40	18	70	54	16
17	48	42	6	68	54	14
18	44	48	-4	54	46	8
19	44	44	0	58	46	12
20	48	42	6	72	54	18
21	62	50	12	62	42	20
22	54	56	-2	66	42	24
23	48	50	-2	62	54	8
24	48	42	6	62	48	14
25	44	48	-4	54	40	14
26	50	46	4	58	48	10
total	1320	1240	80	1652	1290	362

mean	50.76	47.69	3.08	63.53	49.61	13.92

Based on the table above, it was found that the total number for each group was 26. The mean of pre-test of experimental group was 49.61, and the mean of pre-test of control group was 47.69. While, the mean of post-test of experimental group was 63.53 and the mean of post-test of control group was 50.76.

Table 2
Mean Score of Gain
Pre-test and Post-test of Experimental and Control Class

Class	Mean		
	Pre-test	Post-test	Gain
Experiment	49.61	63.53	13.92
Control	47.69	50.76	3.08

Based on the table above, it showed that the mean score of gain in experimental class was 13.92, while the mean score of gain in control class was 3.08. It indicated that the mean score of gain in Experimental Class was higher than Control Class. In other words, teaching speaking by using Fluency Workshop Technique can help the students in improving their speaking ability.

The process of statistic analysis by using t-test in SPSS program is as follows (Hartono, 2008, p.154-160):

a. Open SPPS program
b. Entry of data available based on the group in the certain variable.
c. Click *analyze* in the menu of SPPS, then choose *compare mean*
d. Choose *Independent Sample T-Test*
e. Entry the experimental class score in *variable test (s)*
f. Entry the control class in *grouping variable*
g. Click *define group*
h. Entry 1 to *group 1* and 2 to *group 2*
i. Click *ok*

The output of data analysis is as follows :

Table 3
Group Statistics

	control	N	Mean	Std. Deviation	Std. Error Mean
experim	1	26	3.08	6.817	1.337
	2	26	13.92	5.528	1.084

Table 4
Independent Sample Test

		Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
experiment	Equal variances assumed	1.340	.252	-6.301	50	.000	-10.846	1.721	-14.303	-7.389
	Equal variances not assumed			-6.301	47.952	.000	-10.846	1.721	-14.307	-7.385

After obtaining the output of SPSS analysis, the writer interpreted the output as follows:

a. The output of group statistic shows that the mean of the experimental class is 13.92 and the mean of control class is 3.08, and N (number of the case) for each class is 26. Standard deviation of experimental class is 5.528 and standard deviation of control class is 6.817. Standard error mean of the experimental class is 1.084 and standard error mean of the control class is 1.337.
b. The output of independent samples test shows that the t-test result is 6.301, its df is 50, significance is 000, mean difference is 10.846, its standard error is 1.721, lower difference interval is 14.303, and upper difference interval is 7.389.

There are two ways that can be done in interpreting t_o. They are as follows:

1. By comparing t_o ($t_{obtained}$) to t_t (t_{table}), from df = 50. It is found that the level of significance of 5 % is 2.01 and the level of significance of 1% is 2.68. it can be stated that $2.01 < 6.301 > 2.68$. It means that the null hypothesis (H_o) is rejected, while the alternative hypothesis is accepted.
2. By orienting the number of significance. If probability > 0.05, null hypothesis (H_o) is accepted. If probability < 0.05, alternative hypothesis (H_a) is accepted.

Based on the score of t-test (6.301), it shows that there is significant effect on the students who are taught by implementing fluency workshop technique. It is proved by the finding of t-test (6.301) which is less than t_{table} at 5% level of significance (2.01), while t-test is (6.301) greater at t_{table} at 1% level of significance (2.68). It can be stated that $2.01 < 6.301 > 2.68$. It means that null hypothesis (H_o) is rejected, while alternative hypothesis (H_a) is accepted. In conclusion, teaching speaking by implementing fluency workshop technique at the second year students of MAN 1 Pekanbaru is better than without implementing fluency workshop technique. Thus, there is a significant effect of fluency workshop technique toward students' speaking ability of second year at MAN 1 Pekanbaru

Based on the analysis data about the students' speaking ability in speaking, it showed that mean score of the students' ability in speaking after using fluency workshop technique was higher than mean score of the students' ability in speaking before using Fluency Workshop Technique.

Therefore, the result in this analysis can be stated that the students' speaking ability of the second year students at MAN 1 Pekanbaru were taught by using fluency workshop technique had higher score than those who taught without using Fluency Workshop Technique. Also, there is a significant effect of using Fluency Workshop

Technique toward students' speaking ability of the second year at MAN 1 Pekanbaru could answer the third question from formulation of the problem.

IV. CONCLUSIONS

This research consists of two variables. They are the effect of fluency workshop technique (independent variable) and the students' speaking ability (dependent variable). It can be concluded that accent, vocabulary, grammar, fluency, and comprehension enhance because experimental group got the treatment and students rehearse their speaking ability regularly. Here, the writer concludes based on what has been discussed in the previous chapters, and the conclusions are the students' speaking ability that was taught without using Fluency Workshop Technique is lower than using Fluency Workshop Techniques or the students' speaking ability that was taught by using Fluency Workshop Technique is better than without using Fluency Workshop Technique, and the last Fluency Workshop Technique gives a significant effect to students' speaking ability of the second year at MAN 1 Pekanbaru. In conclusion, teaching English by implementing Fluency Workshop Technique at the second year students of MAN 1 Pekanbaru is successful to teach their speaking ability.

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APPENDICES

LESSON PLAN
INSTRUMENT
SCORES FROM RATERS

LESSON PLAN

School	**: MAN 1 Pekanbaru**
Subject	**: English**
Class/semester	**: XI/ 1**
Meeting	**: 2nd**
Topic	**: Narrative text**
Hours	**: 2x45 minutes**
Skill	**: Speaking**

A. Competence Standard

Expressing the meaning in short functional text and monologue in narrative in daily life context

B. Basic competence

Expressing the meaning in monologue text that used various oral languages accurately and fluently in daily context in narrative text form

C. Indicator

1. The students are able to practice speak English by using various vocabulary
2. The students are able to pronounce English words well
3. The students are able to distinguish appropriate grammar while speaking
4. The students are able to convey their ideas fluently
5. The students are able to comprehend to speak English well

D. The Culture Value and Nation Characters

Religious, honest, tolerance, discipline, work hard, autonomous one, democratic, curiosity, spirit in nationality, love country, appreciate to their achievement, friendly, love peace, delight in reading, care on environment, care on sociality, responsibility

E. Economy Creative

1. Confidence
2. Oriented in the task
3. Risk taker
4. Oriented on the future

F. The Goals

1. Students are able to use oral language in delivering short functional text.
2. Students are able to do monologue in narrative form.

G. Lesson material

Monologue passage in narrative form, example :

DOVE AND ANT

Once upon a time there was a man who liked hunting very much. He often went to the forest to hunt any animal he met.

One day he went hunting into the forest. He intended to shoot any animal he saw. He brought his gun with him. When he was searching for his pre, suddenly he saw a bird perching on a branch of a tree. It was a dove. When he was aiming his gun at the dove, suddenly an ant came and bit his foot. He was so startled that he didn't shoot the dove. It was safe and then flew away.

Several days later, the dove was flying over a lake. He saw an ant floating on the surface of the water. It was the ant that had saved the dove's life from the hunter. The ant was almost drowned. The dove got an idea, he picked up a big leaf and dropped it onto the surface of the water near the ant. Luckily the ant could get on the leaf.

H. Method of teaching or technique : Fluency Workshop Technique

I. The Steps of Activity

1. Pre-activity

a. The teacher greets the students
b. The teacher checks the attendance of students
c. The teacher shows up enthusiasm and interest in expressing ideas that can motivate the students to involve in

2. While-activity

No	Teacher's Activity	Students' Activity
	Exploration	
a.	The teacher explains the competence that will be achieved to the students	The students pay attention to know the purpose of lesson that they will achieve
b.	The teacher gives a brain storming to the students relating to the material by asking about fable or fairy tale that they have ever heard before	The students participate to give ideas in brainstorming about fable or fairy tale that they have heard
c.	The teacher asks the students to identify the social function, generic structure and generic feature of narrative text.	The students identify the social function, generic structure and generic feature of narrative text
d.	The teacher divides students into two groups, the first group is as speaker and the second group is as listener	The students are gathering in group based on teacher's instruction
	Elaboration	
a.	The teacher asks students to stand in a circle. The listeners are in inner circle and the speakers are in outer circle	The students stand in a circle. Listener-students stand in inner circle and speaker-students standin outer circle
b.	The teacher gives the topic or theme to the students	The students get the topic or theme

c.	The teacher gives the speakers four minutes to talk the topic to the listeners	The speakers talk the topic to the listener in four minutes
d.	After finishing four minutes, the teacher asks the speaker to move in clockwise and get new listener	The speakers move one partner and get new listener
e.	The teacher asks gives the speakers two minutes to talk the topic to the listeners with the same topic	The speakers talk the topic to the listener in two minutes with the same topic
f.	The teacher asks the speaker to move in clockwise and get new listener	The speakers move one partner and get new listener
g.	The teacher asks gives the speakers one minutes to talk the topic to the listeners with the same topic	The speakers talk the topic to the listener in one minutes with the same topic
h.	The teacher asks the listeners report what they had heard	The listeners give report what they heard
i.	The teacher instructs to change their function, the speakers became the listeners and vice versa	Students change their position, the speakers become listeners and vice versa
	Confirmation	
a.	The teacher asks students to discuss how their speaking ability level differed in the three rounds of conversation	The students discuss how their speaking ability level differed in the three rounds of conversation
b.	The teacher facilitates to do asking-answering question session and responds students' question about narrative text	The students are allowed to ask question about narrative text which they don't understand yet

3. Post-activity

a. The teacher reviews the material about narrative text.
b. The teacher gives a conclusion about the material of narrative text.

J. Sources and media

1. Sudarwati, Th M and Eudia Grace. 2006. *Look Ahead for Senior High School Students year XI*. Jakarta. Erlangga.
2. Related topics

K. Assessment

1. Technique : Spoken test
2. Form : Oral production test
3. Instrument : Please speak up your speech by choosing one of the topic below:
   a. **Timun Mas**
   b. **Roro Jonggrang**
   c. The Bulls and the Lion

4. Assessment:

No	Speaking skill	The highest score
1	Accent	20
2	Grammar	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

Pekanbaru, September 19th, 2013

The English Teacher
Researcher

Erni Yusnita, S. Pd
NIP. 19720104 200212 2 002

Lisa Septiany
11014204241

Known by,
Headmaster of MAN 1 Pekanbaru

Dra. Hj. Hayatirruh, M.Ed
NIP. 19680112 199303 2 003

INSTRUMENTS OF THE RESEARCH

I. PRE TEST

Instructions:

1. The test will be carried out for research purposes
2. Please tell a narrative story based on the title given: The Legend of Kesodo Ceremony
3. Thank you for your participation

II. POST TEST

Instructions

1. The test will be carried out for research purposes
2. Please tell a narrative story in front of the class by choosing one of options below!
    a. The Story of Toba Lake
    b. The Legend of Malin Kundang
    c. Dove and Ant
    d. The Bulls and The Lion
3. Thank you for your participation

The Students' Pre-Test Scores of Five Aspects (Control Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	40	60	60	40	60	52
2	Student 2	40	60	60	60	60	56
3	Student 3	40	60	60	40	40	48
4	Student 4	40	40	40	40	40	40
5	Student 5	40	40	60	40	40	44
6	Student 6	40	60	60	40	60	52
7	Student 7	40	40	60	40	40	44
8	Student 8	40	40	60	60	60	52
9	Student 9	40	40	60	60	60	52
10	Student 10	40	60	60	60	60	56
11	Student 11	40	40	40	40	40	40
12	Student 12	40	40	60	60	60	52
13	Student 13	40	40	60	60	60	52
14	Student 14	40	60	60	60	60	56
15	Student 15	40	40	40	40	60	44
16	Student	40	40	40	40	40	40

	16						
17	Student 17	40	40	40	40	60	44
18	Student 18	40	40	40	40	60	44
19	Student 19	40	40	40	40	60	44
20	Student 20	40	40	40	40	40	40
21	Student 21	40	60	60	60	60	56
22	Student 22	40	60	60	60	60	56
23	Student 23	40	40	60	60	60	52
24	Student 24	40	40	60	40	40	44
25	Student 25	40	40	40	40	40	40
26	Student 26	40	40	60	40	40	44

Rater I

Yasir Amri, M.Pd

The Students' Post-Test Scores of Five Aspects
(Control Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	40	60	60	40	60	52
2	Student 2	40	60	60	60	60	56
3	Student 3	40	60	60	40	40	48
4	Student 4	40	40	60	40	40	44
5	Student 5	60	60	40	60	60	56
6	Student 6	40	60	60	60	60	56
7	Student 7	40	60	60	40	40	48

8	Student 8	60	60	60	60	60	60
9	Student 9	40	40	60	60	60	52
10	Student 10	40	60	60	60	60	56
11	Student 11	40	60	40	40	40	44
12	Student 12	40	40	60	60	60	52
13	Student 13	40	40	40	60	60	48
14	Student 14	40	60	60	60	80	60
15	Student 15	40	60	60	60	80	60
16	Student 16	40	60	60	60	60	56
17	Student 17	40	40	40	40	60	44
18	Student 18	40	40	40	40	60	44
19	Student 19	40	40	40	40	60	44
20	Student 20	40	40	40	40	40	40
21	Student 21	40	60	60	60	80	60
22	Student 22	40	60	60	60	60	56
23	Student 23	40	40	60	60	60	52
24	Student 24	40	60	60	40	40	48
25	Student 25	40	60	60	40	40	48
26	Student 26	40	60	60	40	40	48

Rater I

Yasir Amri, M.Pd

The Students' Pre-Test Scores of Five Aspects
(Experimental Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	40	60	60	60	60	56
2	Student 2	40	40	60	40	40	44
3	Student 3	60	40	60	60	60	56
4	Student 4	40	60	60	60	60	56
5	Student 5	40	40	60	40	40	44
6	Student 6	40	40	60	40	60	48
7	Student 7	40	60	60	60	60	56
8	Student 8	40	40	60	40	60	48
9	Student 9	40	40	60	40	60	48
10	Student 10	40	60	60	60	60	56
11	Student 11	40	40	60	40	60	48
12	Student 12	40	40	60	40	40	44
13	Student 13	40	40	60	60	60	52
14	Student 14	40	60	60	60	60	56
15	Student 15	40	60	60	40	60	52
16	Student 16	40	40	60	60	60	52
17	Student 17	40	40	60	60	60	52
18	Student 18	40	40	60	40	40	44
19	Student 19	40	40	60	60	60	52
20	Student 20	60	60	60	60	60	60
21	Student 21	40	40	60	40	40	44
22	Student 22	40	40	60	40	40	44
23	Student 23	60	60	60	60	60	60
24	Student 24	40	40	60	40	60	48
25	Student 25	40	40	40	40	40	40
26	Student 26	40	40	60	40	60	48

Rater I

Yasir Amri, M.Pd

The Students' Post-Test Scores of Five Aspects (Experimental Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	60	60	80	80	60	68
2	Student 2	60	60	80	60	60	64
3	Student 3	60	60	80	80	80	72
4	Student 4	40	60	80	80	80	68
5	Student 5	60	60	80	60	60	64
6	Student 6	40	60	60	60	80	60
7	Student 7	60	60	80	80	80	72
8	Student 8	60	80	80	80	80	76
9	Student 9	60	60	80	60	60	64
10	Student 10	60	60	80	60	60	64
11	Student 11	60	80	80	80	80	76
12	Student 12	60	60	80	60	60	64
13	Student 13	60	60	80	60	80	68
14	Student 14	60	80	80	80	80	76
15	Student 15	60	60	60	60	80	64
16	Student 16	40	60	80	60	80	64
17	Student 17	60	60	80	80	60	68
18	Student 18	60	60	60	60	60	60
19	Student 19	60	60	80	80	80	72
20	Student 20	80	80	80	80	80	80
21	Student 21	60	60	80	60	60	64
22	Student 22	60	60	80	80	80	72
23	Student 23	80	80	80	80	80	80

24	Student 24	40	60	80	60	80	64
25	Student 25	60	60	60	60	60	60
26	Student 26	60	60	80	60	80	68

Rater I

Yasir Amri, M.Pd

The Students' Pre-Test Scores of Five Aspects
(Control Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	60	60	60	60	60	60
2	Student 2	40	40	40	40	40	40
3	Student 3	40	40	60	40	40	44
4	Student 4	60	60	60	60	60	60
5	Student 5	40	40	40	40	40	40
6	Student 6	60	60	60	60	60	60
7	Student 7	40	60	60	60	60	56
8	Student 8	60	60	60	60	60	60
9	Student 9	40	40	40	40	40	40
10	Student 10	40	60	60	40	60	52
11	Student 11	40	40	60	40	40	44
12	Student 12	40	40	60	40	40	44
13	Student 13	40	40	40	40	40	40
14	Student 14	40	40	60	40	40	44
15	Student 15	40	40	40	40	40	40
16	Student 16	40	40	40	40	40	40
17	Student 17	40	40	40	40	40	40
18	Student 18	40	60	60	40	60	52
19	Student 19	40	40	60	40	40	44
20	Student	40	40	60	40	40	44

	20						
21	Student 21	40	40	60	40	40	44
22	Student 22	40	60	60	60	60	56
23	Student 23	40	40	60	40	60	48
24	Student 24	40	40	40	40	40	40
25	Student 25	40	60	60	60	60	56
26	Student 26	40	40	60	40	60	48

Rater II

Kurnia Budiyanti, M.Pd

The Students' Post-Test Scores of Five Aspects
(Control Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	60	60	60	60	60	60
2	Student 2	40	40	60	40	60	48
3	Student 3	40	40	40	40	60	44
4	Student 4	40	40	40	40	40	40
5	Student 5	60	60	60	60	60	60
6	Student 6	40	40	60	40	60	48
7	Student 7	60	60	60	60	60	60
8	Student 8	40	40	60	40	60	48
9	Student 9	60	60	60	60	60	60
10	Student 10	40	40	60	40	60	48
11	Student 11	60	60	60	60	60	60
12	Student 12	40	40	40	40	40	40
13	Student 13	40	40	60	40	40	44
14	Student 14	40	40	40	40	40	40
15	Student 15	40	40	60	60	60	52
16	Student 16	60	60	60	60	60	60
17	Student 17	40	40	60	60	60	52

18	Student 18	40	40	60	40	40	44
19	Student 19	40	40	60	40	40	44
20	Student 20	40	60	60	60	60	56
21	Student 21	60	60	60	60	80	64
22	Student 22	40	40	60	60	60	52
23	Student 23	40	40	60	40	40	44
24	Student 24	40	40	60	40	60	48
25	Student 25	40	40	40	40	40	40
26	Student 26	40	40	60	60	60	52

Rater II

Kurnia Budiyanti, M.Pd

The Students' Pre-Test Scores of Five Aspects
(Experimental Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	40	40	60	40	60	48
2	Student 2	60	60	60	60	60	60
3	Student 3	40	40	60	40	60	48
4	Student 4	40	60	60	60	60	56
5	Student 5	60	60	60	40	60	56
6	Student 6	40	40	60	40	60	48
7	Student 7	40	40	60	40	40	44
8	Student 8	60	60	60	60	60	60
9	Student 9	40	40	60	40	60	48
10	Student 10	40	40	60	40	60	48
11	Student 11	40	40	40	40	40	40
12	Student 12	60	60	60	60	60	60
13	Student 13	40	60	60	60	60	56
14	Student 14	40	40	60	40	60	48

15	Student 15	40	40	40	40	40	40
16	Student 16	40	60	60	60	60	56
17	Student 17	40	60	60	60	60	56
18	Student 18	40	40	60	40	60	48
19	Student 19	40	40	40	40	40	40
20	Student 20	40	40	60	40	60	48
21	Student 21	40	40	40	40	40	40
22	Student 22	40	40	40	40	40	40
23	Student 23	40	40	60	40	60	48
24	Student 24	40	40	60	40	60	48
25	Student 25	40	40	40	40	40	40
26	Student 26	40	40	60	40	60	48

Rater II

Kurnia Budiyanti, M.Pd

The Students' Post-Test Scores of Five Aspects
(Experimental Class)

NO	Student	Proficiency Description					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	60	60	60	60	60	60
2	Student 2	60	60	60	60	60	60
3	Student 3	60	60	80	60	80	68
4	Student 4	40	60	60	40	60	52
5	Student 5	60	60	60	60	60	60
6	Student 6	40	40	60	40	60	48
7	Student	60	60	80	60	80	68

	7						
8	Student 8	40	40	60	60	60	52
9	Student 9	40	60	60	60	60	56
10	Student 10	60	60	60	60	60	60
11	Student 11	60	60	60	60	60	60
12	Student 12	40	60	60	60	60	56
13	Student 13	60	60	80	80	80	72
14	Student 14	60	60	80	60	80	68
15	Student 15	60	60	80	80	80	72
16	Student 16	60	80	80	80	80	76
17	Student 17	60	60	80	60	80	68
18	Student 18	40	40	60	40	60	48
19	Student 19	40	40	60	40	40	44
20	Student 20	60	60	80	60	60	64
21	Student 21	60	60	60	60	60	60
22	Student 22	60	60	60	60	60	60
23	Student 23	40	40	40	40	60	44
24	Student 24	60	60	60	60	60	60
25	Student 25	40	40	60	40	60	48
26	Student 26	40	40	60	40	60	48

Rater II

Kurnia Budiyanti, M.Pd

Teaching Vocabulary for EFL Young Learners: The Effect of Using Hangman Game in Learning English Vocabulary for the Fifth Graders at one elementary school in Jambi City

Eka Suryani
yuekasuryani@yahoo.co.id
Ana Wahyuni Arib
Anawahyuni17@gmail.com

Jambi University

The purpose of this quasi experimental study was to examine the effect of using hangman game in learning English vocabulary for the fifth graders at one elementary school in Jambi City. The participants consisted of a control group and an experimental group that was taught by using hangman game while the control group was taught by using grammar translation method. The data of this research were collected through pre- and post-tests. The data were analyzed by using descriptive statistics. The results of the data analysis indicated that the T-test (2.173) value was higher than T-table value (1.6827) with the degree of freedom (df) = 42 and level of significance 0.05. The results of this study indicated that the alternative hypothesis was accepted, in which there was an effect of using hangman game in learning English vocabulary for the fifth graders than who were not, and suggesting there was improvement on the students' vocabulary especially in writing the words. The result of this research also indicated that the use of hangman game could increase the positive atmosphere in teaching and learning process. The students seemed to be attracted and challenged when they played hangman game. Furthermore, because the game only gave at the end of the lesson as a post-activiy, the students tend to give more attention to the material that they would learn. Thus, hangman game not only brings an effect on students' vocabulary mastery but also brings positive atmosphere and motivation in teaching and learning process. This is in line with the function of game in learning vocabulary through games in which it gives higher motivation for students because they can learn the vocabulary more easily and do it as a fun learning activity.

INTRODUCTION

Studying a language cannot be separated from studying vocabulary. It is very essential to improve the four language skills that are very useful in conducting communication and studying the language. There are some techniques for teaching English vocabulary. One of them is by using games. Games can help and encourage students to sustain their interest and work. In other word, students can get reinforcement as well as attention to vocabulary. In short, games can break the tension and help the students to avoid boredom in learning English.

According to Suyanto (2008), young learners are those up to the ages of six to twelve. Teaching English to children should be different from adult. They learn differently from older learners, adolescents, and adults. They easily get bored, losing

interest after ten minutes or so. Thus, the teacher should point out certain characteristics or should be creative that they would be aware of and take into account in their teaching. One of ways is teaching by game.

From a preliminary study, it was found that English was taught by using Grammar Translation Method. This method seemed to lead the students to be more passive and follow the class inactively. Thus, the majority of the students in the fifth grade were lack of vocabulary. The students often less motivated to memorize the vocabulary in the class. They also had difficulties in writing the vocabulary.

In this study, the researcher used Hangman game as one of techniques in teaching. Hangman game is paper and pencil guessing game for two or more players. One player thinks of a word and the other tries it by suggesting letters. It might motivate students to learn more vocabularies and help them in writing the words. This game will make the class more active and enjoyable. The competition is aimed to make the learners get motivated in learning English vocabulary.

METHOD

This study used a quasi-experimental design. According to Creswell (2008), quasi-experimental include assignment, but not random assignment of participants to groups. The non-equivalent control group design is used because it is difficult to assign subjects randomly to groups in an educational setting. In this research, the researcher applied hangman game to the experimental class, meanwhile the control class was taught by using grammar translation method. The design was described in the following table:

Experimental group	Pre-test	Hangman Game	Post-test
Control group	Pre-test	Grammar Translation Method	Post-test

There were two variables in this research, the independent and dependent variable. Gay (1992) said that in educational research, independent variables typically manipulated method or instruction, arrangement of learning environment, etc. Meanwhile, the dependent variable referred to as the criterion variable, effect, or posttest. Thus, hangman game was the independent variable in this research and students' vocabulary as dependent variable.

The sample of this research was the two classes of the fifth graders of one elementary school in Jambi city in academic year 2011/2012. Then, the researcher selected both of those two classes as experimental class and control class randomly based on the mean of their English score in the first semester. The class with the lower score was chosen as experimental class and the class with the highest score was chosen as control class. So, VA class with 22 students was experimental class and VB class with 22 students was control class.

Data of this study were quantitative data which were collected from pre-test and post-test. A pre-test provided the score of students before treatment, while a post-test provided the score of students after treatment. A pre test – post test comparison of students' score provided a clearer effect of using Hangman Game on students' vocabulary. The instrument of this study was vocabulary test in form of essay. The test was given based on the students' material. The material was taken from the book which

was used as the text book in that school. There were six themes which were taught, i.e. shapes, vehicles, music instrument, kind of sport, sport equipment, and kind of subjects' lesson. The total numbers of test items were 25. The students were given 40 minutes to do test.

For the validity of the instrument, the researcher used a content validity as the type of validity. Content validity is the degree to which a test measures an intended content area (Gay, 1992). Validity test was conducted to see the judgement of students that students can understand about their study especially in vocabulary. Thus, to achieve this validity, a test referred to the material in the test book and students' worksheet that was used by English teacher at this elementary school.

The reliability of the test was calculated from the pre-test result by using Kuder Richardson Formula 21 (KR-21). The test is called reliable if the reliability coefficient range from .00 to 1.00 (Fraenkel, 2012). The reliability of the test was 0.8.

To know the significant difference between independent and dependent variables, the scores of posttest from both of groups were tested by using t-test formula. The results of the data analysis indicated that the T-test (2.173) value was higher than T-table value (1.6827) with the degree of freedom (df) = 42 and level of significance 0.05. The results of this study indicated that the alternative hypothesis was accepted, in which there was an effect of using hangman game in learning English vocabulary for the fifth graders than who were not, and suggesting there was improvement on the students' vocabulary especially in writing the words.

FINDINGS AND DISCUSSION

Based on the data analysis, it could be seen that the average score for pre-test result in experimental class was 24.54 and the average of post-test result was 86. The different of mean scores between pre-test and post-test in experimental class was 61.64. On the other hand, the average of pre-test result in control class was 27.27 and the average score of post-test result was 76.91 with the different between pretest and posttest was 49.64. From those scores, it could be that the students in experimental class got better score than the students in control class. Thus, it was proven that hangman game had given positive effect in learning English vocabulary.

Actually, the students' vocabulary score from both of the classes had increased. However, the students' vocabulary score from control class were not as well as the students' vocabulary score in the experimental class. In this case, it could be seen that the use of grammar translation method also influenced students' vocabulary score. But, hangman game had given more positive effect for the students in learning English vocabulary especially in writing the words.

Experimental class and control class were given the same material in the same period of time by the same teacher. They also were taught by using the same method. The different was only the game that the teacher used as the treatment in teaching English vocabulary. The experimental class was taught by using grammar translation method and hangman game. The researcher applied the game in the post-activity. Meanwhile, in the control class, the teacher just used grammar translation method. Both experimental and control classes learned English two days a week. The researcher taught both classes and focused on English vocabulary.

In the first meeting, the game had spent much time to guess the letters or the words because the students were not familiar with the game. But, the students' participation was really good. The students became more active and serious to

remember the letters on each word that they had learnt before. They tried hard to remember the letters. It also gave a good effect in the next meetings. Since the students knew that they would have a game at the end of teaching and learning activities, they tend to give more attention to the materials that they would learn.

When the researcher applied hangman game, each group of the students wanted to be the winner in order to prove that their group was the best from the others. Thus, they tried the best to master the vocabulary. The students seemed to be attracted and challenged when they played hangman game. They were active to play hangman game by asking the researcher to give them the hangman game for the next teaching and learning activities. In playing hangman game, they want to finish earlier and be the winner in order to avoid to be drawn as hangman.

It is appropriate with the function of game in learning vocabulary through games. It **gives higher motivation** for students because they can learn the vocabulary more easily and do it as a fun learning activity. Besides, it also supported by Harmer (2002) which is said that young learners learn differently from adults. They tend to **learn indirectly** rather than directly. Their understanding emerged from but explanation but crucially when they have a chance to interact with. Besides, they easily get bored, losing interest after ten minutes or so. Thus, the teachers have to create some activities that can explore their ability in a fun way. One of them is by using hangman game.

Furthermore, the rule of hangman game in teaching-learning process also adds the positive effect for students. In which, in this case, the function of hangman game can **encourage students' knowledge** in mastering English vocabulary especially in writing the words.

Meanwhile, the researcher applied grammar translation method in the control class. In this case, the students were supposed to remember the words by making a list of words and knowing the meaning of the words. It was not too interesting for them. It made the class became passive. The students did not show their enthusiastic in teaching and learning activities. Besides, the students also did not give attention what letters in the words were. Thus, they tend to write the words as they pronounce them.

In addition, there was also difference between experimental and control class in doing exercises. Students in experimental class tend to be easy to answer the questions related to the topic. On the other hand, students in control class seemed difficult in doing the exercises. It could be seen from their answer in the test. The students in control class tend to write the words as what they pronounce, for example they wrote football as futbol, running as raning.

So, from the explanation and discussion above, it can be seen that Hangman Game not only gives an effect on an academic side but also an effect on a classroom atmosphere in teaching and learning process.

CONCLUSION AND SUGGESTION

The findings of this study provide evidence that, the first, the result of the analysis indicated the mean score of students' English vocabulary by using hangman game was higher than the mean score of students' English vocabulary by using grammar translation method. The second, the researcher has computed these two means score by using T-Test formula; the value of T-Test was higher than the value of T-Table. It indicated that there was an effect of using hangman game in learning English vocabulary.

Hence, it is suggested for English teacher especially at elementary school to consider hangman game as one strategy in teaching English vocabulary. They can do it as post activity in teaching and learning process. Using hangman game can help the students in learning English vocabulary especially in writing the words. It is also made students become more active and enjoyable in learning English vocabulary.

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Reading Strategies Among EFL Undergraduate Student Teachers at One Public University in Jambi and Policy Implications

Azharia Khalida, Harlina Harja, Damaris Hutahaean
Jambi University

This study aimed at analyzing the English reading strategies used by EFL undergraduate student teachers at one of public university in Jambi, particularly the types and frequency of reading strategies that the students used. The participants of this study were student teachers from one English study program at Faculty of Teacher Training and Education at one public university in Jambi. The study involved 95 students as participants consisting of 73 female and 22 male students. This study used a quantitative design with a survey approach. This study also used questionnaire consisting of 23 items to collect the data. Reading strategies (cognitive and metacognitive) were evaluated under three headings: pre-reading, while-reading, and post-reading. The results of this study indicated that the most strategies used by students in pre-reading, while-reading, and post-reading were cognitive reading strategies. Hence, the students in this study categorized as the cognitive reading strategy users. Furthermore, if the students were classified based on gender, the finding of this study showed that EFL undergraduate female students were categorized as a cognitive user. Meanwhile, male students were categorized as metacognitive strategies users.

Key words: Learning strategies, reading strategies, reading comprehension

INTRODUCTION

Teachers meet a serious situation as numerous foreign language learners in Indonesia are struggling to read well. This situation should be taken into account by educators and teachers because reading is an important and critical skill for students to achieve educational success. Recent research on the reading's subject has shown that reading exists as a complex cognitive activity that is crucial for sufficient functioning and gaining information in contemporary society hence the ability to read well is a crucial asset for students as they have managed to a certain academic achievement level (Zhang, 1993; Nordin, Rashid, Zubir, & Sadjirin, 2012). Furthermore, as long English is as foreign language in Indonesia, the students will have many problems to comprehend the reading text such as the meaning of text, the structure of sentences, suggesting that the students' need learning strategies to overcome those problems. According to Alfassi (2004), the way to get the reading comprehension in English is that the students should understand the meaning of text, critically evaluate the message, remember the content, and apply the new-found knowledge flexibly. Zhang (2008) and Zare (2010) argues that if the language learners used reading strategies appropriately and frequently, it will be helpful for the non-native readers because it can serve as an effective way of overcoming language sufficiency and gaining better reading achievement on language proficiency test.

The importance of language learning is emphasized by Oxford (2003) who argued that language learning strategies are particular ways or thinking processes used by learners to make learning easier to understand and it is used as tools for active and self-directed learning. Zare (2010) added that learning strategies was seen as particular way in gaining information that improve learning, comprehension or maintenance the information. O'Malley et al. (1985) classified learning strategies into memory strategies (the way of students to remember the language), cognitive strategies (the way of students to think about their way in learning), compensation strategies (the way of students to limited knowledge), metacognitive strategies (the way of students to manage their way in learning), affective strategies (relating to feelings), and social strategies (the way of students in learning by involving the others).

The involvement and the importance between reading strategies and students' language learning outcomes have been studied by researchers (Ozek & Civelek, 2006;Vianty, 2007; Lai, Tung, , & Luo, 2008; Tsai, 2008; Maghsudi & Talebi, 2009; Hermida, 2009; Poole, 2009; Li, 2010; Zare, 2010; Temur, & Bahar, 2011; Mihara, 2011; Shang, 2011; Sahan, 2012; Khajavi, & Ketabi, 2012; Munsakorn, 2012; Naidu, Briewin, & Embi, 2013; Nordin, Rashid, Zubir, & Sadjirin, 2012; Zare & Othman, 2013; Shan, 2013; Zhang, & Seepho, 2013; Shen, 2013; Khoshsima & Tiyar, 2014; Mahmoudi, 2014; Mahdavi & Mehrabi, 2014; Keshavarz, & Ghamoushi, 2014).

However, much of the research on the English reading strategies is from other countries, research on the English reading strategies used by Indonesian students is still understudied except for Vianty (2007). To fill this gap in the literature, this study was to examine the English reading strategies used by EFL undergraduate student teachers at one public university in Jambi, particularly the types and frequency of reading strategies that the students used.

THEORETICAL FRAMEWORK

According to Oxford (1990) and Oxford (2003), language learning strategies as the ways or steps that are utilized by students to gain the target in learning language that influence the information even in acquiring, storing or in utilizing the information with the aim in getting the students' purpose. Hence, language learning strategies in general are categorized as the ways or steps which are used by students in learning language as the facilitator to gain the purpose of learning. In fact, learning strategies have an important role for the success of language learning strategies (Oxford, 1990, 2003; Bidabadi & Yamat, 2013) because language learning strategies have a role to make the students competent in using English.

Furthermore, learning strategies are needed by students in learning language process to make them easier to understand and comprehend the materials that have relationship with English in general and reading in particular. In the last several decades, reading centers are focused on the importance of reading strategies, or the "[…] specific heuristics, methods, or procedures which readers more or less apply intentionally to adequately process and understand the information presented in a text" (Aarnoutse & Schellings, 2003, p. 391). Barnett (1989, p. 66) says, "Strategy means the mental operations involved when readers purposefully approach a text to make a sense of what they read". Strategy is used with the aim to gain the comprehension in reading which involves memory, cognitive, compensation, metacognitive, affective, social and test taking strategies (Chamot, 2005; Oxford, 1990; Zhang, 1993). Furthermore, readers in reading usually use some appropriate strategies that fix with their individual aims.

Lie and Cecilia (2012) state that reading defines for sufficient purposes, hence different strategies could be applied for different reading purposes.

O'Malley, et al., (1985) divide learning strategies into six types, they are: memory strategies refer to the way of students to manage their ways in learning. Cognitive strategies refer to the way of students to determine the limitation of knowledge. Metacognitive strategies refer to the way of students to manage their ways in learning. Compensation strategies refer the way of students to determine the limitation of knowledge. Affective strategies refer to strategies that relate to students' feelings and social strategies refer to the way of students in learning by involving the others. Additionally, Rubin (1987) divides reading strategies into two kinds, they are direct and indirect. Direct strategies, in these strategies, Rubin (1987) categorizes reading strategies into: cognitive, students' direct actions in solving the problem, such as direct analysis, transformation and synthesis of learning material. Metacognitive, students use self-directed in learning, such as planning, setting goals, and self-management. Then, indirect strategies, in these strategies Rubin (1987) divides into: communication, students use it when they get problems with the interlocutor in conversation, such as asking the aims of interlocutor and many others. Social, students involve their environment to practice their knowledge in a social environment when they get a chance.

Furthermore, Oxford (1990) divides learning strategies in reading into direct and indirect strategies. Direct strategies are divided into some strategies: Memory, the students use their memory in learning to remember about materials that they have learnt. Cognitive, the students use their knowledge in learning by repeating, analyzing, and summarizing. Compensation, students use it when they have insufficient knowledge, such as: guessing meaning. Then, indirect strategies which is also divided into: Metacognitive, students do some aspects in acquiring the target language, such as arranging the planning in learning, and evaluating the result of learning by them. Affective, relates to students' feeling, such as anxiety, emotional temperature, attitude and motivation. Social, students involve in their environment or others, such as asking question or cooperating with others.

In relation to the reading activity, Noli and Sabariah (2011) categorize into three stages: pre-reading, while-reading, and post-reading. Pre-Reading begins constructing meaning from context. The activity in this statge assists students to activate what they know about a topic and guess what they will read (Nordin, et al, 2012). In this stage, the readers will plan the strategies that will be used in reading texts in order to make the texts more accessible during the reading. The aim of this stage is to attract the attention of students about the strategies that are used in while reading activity as the next stage.

While-Reading is the process that occurs in readers' mind that happen more than once (Ozek & Civilek, 2006). Furthermore, while-reading is the stage when the readers build their understanding of the text and become engaged in reading process by using the appropriate strategies, thinking more about the strategies. Then, in this stage the readers hope to know when they use the appropriate strategies to contribute to their understanding of the texts. The students who know the good timing "how" and "when" to use certain reading strategies to make sure that they understand about what they are reading is categorized as good or proficient readers (Ozek & Civilek, 2006). Some strategies that can be applied in this stage are such as checking for understanding, confirming predictions, asking questions, and pausing. In addition, in this stage, bottom-

up and top-down strategies can be applied such as background knowledge, prediction, the idea of a text, skimming, scanning and many others (Ozek & Civilek, 2006).

Post-Reading is the stage as important as those pre-, and while- reading stages. Hence, post-reading activity is a stage where the readers should summarise major ideas and evaluate their readings, as the validation if the readers have a deeper understanding of the text (Blachowicz & Ogle, 2001). So, this stage involves deep-level processing strategies that transform the literal meaning of the texts. This stage indicates as the final stage to get the result of reading activity that is the main idea of the text. Hence in this stage, the readers usually use the strategies, for example, classifying words according to their meanings, classifying the words according to their grammatical category, summarizing the main ideas, re-reading a text to make sure in comprehending of the text and re-reading the text to remember the important information.

Based on these stages in reading activity that have been explained above, the most common strategies that are used in those stages are cognitive and metacognitive strategies. Hence, in this research, the reading strategy used is limited for cognitive and metacognitive strategies by researchers. Cognitive and metacognitive strategies are the strategies involving the students' mind and way in learning process directly and indirectly. So, metacognitive and cognitive strategies can be applied into each stage of reading activity. Williams and Burden (1997) say, "Cognitive strategies are seen as mental processes directly concerned with the processing information in order to learn, that is for obtaining, storage, retrieval or use of information" (p. 148). So, cognitive strategies refer to steps or operations used in learning or problem-solving, which require direct analysis, transformation, or combination of learning materials. As long the cognitive strategies control directly, it help the students to understand the problem that face in reading process by repeating, summarizing, reasoning, predicting, analyzing, using context clues, note taking, and practicing with the specific aspects of the target language such as sentence structure, unknown words and another problem that may be faced in reading process (O'malley & Chamot, 1990).

In learning language process, metacognitive strategies are indicated as the important feature of effective reading and reading instruction. Metacognitive strategies are the strategies which the learners manage their way in language learning to gain success of learning. According to O'malley and Chamot (1990), metacognitive strategies are categorized into four steps: the students think about learning process or directed attention, plan for learning or self-management, monitor the learning task or self-monitoring, and evaluate how well one has learned or self-evaluation. In other words, the students who use metacognitive strategies will have strategies for discovering or working out what needs to be done. Because, the use of metacognitive strategies will influence the students thinking become better and higher performance, especially for the beginner or low-proficient level in English (Anderson, 2000; Temur & Bahar, 2011).

METHODS

The researchers used a quantitative design with a survey approach to investigate the learning strategies which were used in reading by English department student teachers at one public university in Jambi. The population of this study was the English study program student teachers at one public university in Jambi that involved as the participants in this research. This study involved one class to test the reliability of questionnaire. The real sample involved the second, fourth, and sixth semester student

teachers. However, the final and total samples were 95 students with 73 female and 22 male student teachers.

In collecting the data, the researchers did some steps. First, *getting permission*, in this step, researchers asked the permission by giving the formal letter before sharing to the participants; dean, head of the program, and some lecturers of faculty teacher of training and education program. The second step was *giving invitation letters and informed consent form.* In this part, the researchers gave the invitation letter to invite the participants that were involved as the data sources of this research, then the researcher gave each participant an informed consent form consisting of statements that the participants agreed to be part of this study as the sample. The next step was *distributing the questionnaire*. In this part, the questionnaires were distributed to the participants and they were given time around 30-45 minutes to answer the questionnaires. In analysing the data, descriptive statistics were used to describe the data of the respondents' demographic background and how strong they agree with the statements.

FINDINGS AND DISCUSSION

In this study, the reliability index (Cronbach α) was 0.907, meaning that the questionnaire was reliable to be distributed to the real participants. The questionnaire delivered to participants used the five Likert Scales. But, the researchers only displayed "the Agree scale" of questionnaire as the highest percentage that was chosen by the participants.

Table 1: The common strategies that used by EFL undergraduate students

No.	Stages	Strategies	Agree (%)
1.	Pre-Reading	I use prior knowledge to understand the texts (C)	74,74%
2.	While-Reading	I re-read the texts for better understanding (C)	70,53%
3.	Post-Reading	I check or evaluate my comprehension (C)	76,84%

Pre-reading

The questionnaire in this stage was related to activate their background knowledge and understanding what the text is mainly about, such as guessing the content of text based on the title or guessing the text about by pictures or illustration that is displayed in the text. As shown in the table above, the highest percentage was reached by "I use prior knowledge to understand the texts" (C) strategy that was chosen by 74,74% of participants (agree). Hence, based on the data, the participants in this study were categorized as cognitive strategy users or direct strategy users.

While-Reading

While-reading is the stage when the readers build their understanding of the text and become engaged in reading process by using the appropriate strategies, thinking more about the strategies**.** The data showed that the highest percentage was reached by "I re-read the texts for better understanding" (C) that was chosen by 70,53% of

participants (agree). It indicated that the participants prefer doing direct ways in processing the meaning of the text.

Post-Reading

In this stage, the readers need to take conclusions or summary of the texts that they read as the validation if the readers have a deeper understanding of the texts (Blachowicz & Ogle, 2001). The statement, "I check or evaluate my comprehension" as part of the cognitive strategy chosen by 76, 84% of participants (agree), meaning that in this stage the participants preferred doing direct ways in processing the meaning of the texts.

Table 2: The different reading strategies between male and female students in pre-, while, and post- reading

No.	Stages	Strategy	Gender	Agree (%)
1.	Pre-Reading	Metacognitive	Female	66,43%
			Male	67,04%
		Cognitive	Female	75,34%
			Male	72,72%
2.	While-Reading	Metacognitive	Female	62,00%
			Male	64,64%
		Cognitive	Female	62,46%
			Male	55,45%
3.	Post-Reading	Cognitive	Female	74,88%
			Male	68,18%

Pre-Reading

In pre-reading as the first stage in reading activity, there were five metacognitive strategies. The chart showed that 66, 43% of female participants chose "Agree" for metacognitive strategies in pre-reading. However, the results of this study also showed that 67, 04% of male participants chose "Agree" for the metacognitive strategies in pre-reading activity. Meanwhile, in pre-reading for the cognitive reading strategies, 75,34% of female participants chose "Agree" but for male students, 72,72% of them chose "Agree".

While-Reading

In terms of metacognitive strategies, the result of study showed that in while-reading as the second stage in reading activity, 62, 00% of female participants chose "Agree" while, 64, 64% of male participants chose "Agree". In terms of cognitive

strategies, the results of study showed that 62, 46% of female participants chose "Agree" while 55, 45% of male participants chose "Agree."

Post-Reading

For the post reading as the last stage in reading activity includes three strategies that were categorized to cognitive strategies. The data showed that 74, 88% of female participants chose "Agree" and 68, 18% of male participants chose "Agree."

CONCLUSIONS AND POLICY IMPLICATIONS

The aim of this study was to examine the English reading strategies used by EFL undergraduate students at one public of university in Jambi, particularly the types and frequency of reading strategies that the students used. In this study, reading activity is categorized into three stages: pre-reading, while-reading and post-reading by the aim to make the readers is easier to understand about the information text (Noli & Sabariah, 2011; Nordin, et al., 2012). The reasons for choosing these strategies are because these strategies involve the students' mind and way in learning process directly and indirectly, hence these strategies are appropriate to apply for each stage.

Based on the result of this study, it can be concluded that most of participants that were undergraduate EFL student teachers in this study tended to be cognitive strategy users. Based on the data obtained for each stage, the highest percentage was always cognitive strategies. Then, for the second result of this study was about the differences of reading strategies used by EFL Undergraduate students based on gender. Hence, based on the data, researchers concluded that female participants in this study were cognitive strategy users, meanwhile the male participants intended to be metacognitive strategy users.

Recommendations and implications for policies, programs, and practices can be drawn from the findings of this study. For educational policymakers at university, faculty, and department levels, they should provide lecturers with information that they should be more aware of the strategies in teaching that is appropriate for students to help them to comprehend the English texts. Lecturers also should be provided with continuous training to improve their awareness of individual learning strategies that student teachers have.

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Speaking Learning Styles Used by EFL Undergraduate Student Teachers at One Public University in Jambi

Husarida, Yennora, and Suchi Isti'anah
Jambi University

The study aimed to investigate to investigate the English speaking learning styles (auditory, visual, kinesthetic, group, and individual styles) used by EFL undergraduate student teachers so they can achieve the target language at one public university in Jambi. The participants were students from one English study program at Faculty Teacher Training and Education, Jambi University which aims to produce teachers in English teaching. This study used total sampling with 60 participants in the second and sixth semester students. This study used a quantitative design with a survey approach. There were five kinds of learning styles used in learning speaking that were Auditory, Kinhestetic, Visual, Group and Individual learning style. The result revealed that the most preferred learning style was Auditory learning style and the least preferred learning style was Visual learning style. In this study, suggestions for future research, students, and teachers are also discussed.

Key words: Learning style, style, speaking, auditory, visual, kinhestetic, group, individual

INTRODUCTION

Not everyone learns something with the same way. It is just like how they differ in how they act and react to something. In learning, students are also different from each other on how they process and receive information when they learn. This term is called a learning style, which refers to a person's preferred way of learning (Reid, 1987, 1995; Grasha; 1990; Gordon, 1998; Griggs, 1991; Brown, 2000; Pritchard, 2008). For example, Grasha (1990) defined a learning style as "the preference students have for thinking, relating to others, and particular types of classroom environments and experiences" (p.26) while Griggs (1991) added that a learning style was related to the attitude, favorites, and conducts that a learner use in his or her learning. Since different people learn best in different ways, educators must have a variety of teaching techniques to an individual student because learning style is also one of the important factors that affect personal competence (Kolb 1984).

In learning English as a foreign language, Celcia-Murcia (2001) argued that learning styles were related to the general approaches including-global or analytic, auditory or visual—that students apply in acquiring a new language or in learning something. Specifically, every student has different ways to learn English, and the teacher should pay more attention for this in order to help students understand about the target language, in particular for EFL students. A variety of styles that students may use in learning English such as visual (seeing), auditory (hearing), kinesthetic (moving) or tactile (touching) way of learning (Reid, 1987, 1995). More specifically, (Reid, 1987, 1995) provided a model of learning styles that students might apply including auditory (listening to lectures and tapes), visual (reading and studying diagram), kinesthetic

(physical activity and movement), tactile (hands-on, doing lab experiments), group (studying with others or in group), and individual learning (studying alone).

Furthermore, students' learning styles in learning to speak in English vary as not all students learn in the same ways. A study done by Reid (1987) found that in speaking students tended to be kinesthetic and tactile learning styles. Also, a number of previous studies have documented students' learning styles, however, most of the studies did not focus on one skill such as speaking. Most of them investigated learning styles in language learning in general, for example Hyland (1994), Hayashi and Cherry (2004), Wang, Wang, Wang, and Huang (2006), Park (2009), Wu (2010), Noormala and Hidayah (2010), Ahmed (2014), Sywelem, Al-Harbi, Fathema, and Witte (2014), and Sivanandan, Letchumanan, Ramayah, Nasrijal, and Leong (2014). Additionally, Indonesian EFL students' learning styles in English as a foreign language, particularly in speaking skill remain understudied. The lack of literature and information on Indonesian EFL students' learning style in speaking skill might obscure our understanding of the unique and individual learning style. This study was an attempt to fill a gap in the Indonesian EFL students' English speaking learning style literature.

LITERATURE REVIEW

Learning styles

The term ''learning styles'' refered to the concept that individuals differ in how they learned or what was the study was most effective for them. There were some definition related to the term of "learning style". Dunn and Dunn (1979, as cited in Reid, 1987) defined learning styles as "a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience" (p. 89).

Kinds of Learning Styles

Reid (1987, 1995) set a model of learning styles that students might use such as auditory (listening to lectures and tapes), visual (reading and studying diagram), kinesthetic (physical activity and movement), tactile (hands-on, doing lab experiments), group (studying with others or in group), and individual learning (studying alone). The Visual learners learn by watching. They call up images from the past when trying to remember. They picture the way things look in their heads. Visual learners learn best by looking at graphics, watching a demonstration, or reading. For them, it is easy to look at charts and graphs, but they might have difficulties focusing while listening to an explanation. However, it is different from auditory learners who would rather listen to things being explained than read about them. Reciting information out loud and having music in the background may be a common study method (Reid, 1987, 1995).

For kinesthetic learners, they learn best through movement and manipulation. Kinesthetic learners are most successful when they totally engage with the learning activity. They acquire information fastest when participating in a science lab, drama presentation, field trip, dance, or other active activities (Reid, 1987, 1995). While individual learners learn best when they are alone, they understand well when they study alone and do everything alone, group learners prefer learning in groups or classes, or they like to spend much one-on-one time with teachers or instructors, they prefer to work through issues, ideas and problems with a group. The group learners prefer social

activities, rather than doing their own thing, they typically like games that involve other people, such as card games and board games (Reid, 1987, 1995).

METHOD

For this research, a quantitative design with a survey approach was used to examine student learning style in learning speaking at one public university in Jambi. According to Creswell (2012), "the quantitative method was an approach used to describe a research problem through analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions or previous research"(p.13). The number of participants of this study were 60 students (it was planned to recruit all of the students at one English study program, but due to several limitations (e.g. time), only 60 participants were recruited).

To collect the data, a questionnaire was used. The questionnaires were constructed in the form of closed-ended questions in which we presented the questions and provided preset response options for the participants (Creswell, 2012, p.386). The questionnaire adapted from the Perceptual Learning Style Preference Questionnaire (Reid, 1984). We used *Likert scale* consisting of a series of statements all of which was related to a particular target: ranging from *Strongly Agree* (SA), *Agree* (A), *Not Sure* (NS), *Disagree* (D), and *Strongly Disagree* (SD) (Dornyei, 2003). The questionnaire was divided into 5 kinds of learning styles. First was visual learning containing four statements, second was auditory learning consisting of four statements, third was kinesthetic learning with five statements, fourth was individual learning with five statements, and the last was group learning with five statements. Additionally, the test was piloted for the participants who did not belong to sample. The objective of piloting of the questionnaire was to know the reliability of the questionnaire**.**

FINDINGS AND DISCUSSION

The result of the pilot study indicated that the reliability index (Cronbach α) was 0.907, suggesting that the questionnaire was reliable to be distributed to the real participants.

Biographical description of participants

Demographic questionnaire was used to get the general data from the participants. There were sixty participants consisting of eighteen male participants and forty two female participants.

Learning styles in Speaking English

The data of learning styles in this study were presented in 25 items consisting of auditory learning style with six items, visual learning style with four items, kinhestetic learning style with five items, group learning style with five items, and individual learning style with five items.

Auditory learning style

The data showed 39 respondents (65,00%) chose "agree" for the statement, *In speaking, I learn better when the teacher explains the instruction for me*. Then it was followed by 19 repondents (31,68%) chose "Strongly Agree", 2 respondents (3,33%)

chose "Not Sure", No one chose "Disagree" (0,00%) and "Strongly Disagree" (0,00%). For *When someone or Teacher directs me how to do something in class, I learn it better in speaking course*. 33 respondents (55,00%) chose "agree," followed by 21 respondents (35,00%) chose "Not Sure, 6 repondents (10,00%) chose "Strongly Agree," No one chose (0,00%) disagree and No one chose (0,00%) "Strongly Disagree."

Also, 33 respondents (55,00%) chose "agree" for the statement, *in speaking course, I remember lesson that I have heard in class better than I have read*, followed by 20 repondents (33,33%) chose "Not Sure", 7 respondents (11,66%) chose "Strongly Agree", No One (0,00%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). Additionally, 34 respondents (56,67%) chose "agree" for the statement, *I understand better in speaking course when the teacher gives a lecture*, followed by 17 repondents (28,33%) chose "Not Sure", 7 respondents (11,66%) chose "Strongly Agree", 2 respondents (3,33%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%).

Interestingly, 37 respondents (61,67%) chose "agree" for the statement, *I understand better in speaking class when I listen to someone or teachers*, followed by 13 repondents (21,67%) chose "Not Sure", 10 respondents (6,67%) chose "Strongly Agree", No One (0,00%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). Last, 23 respondents (36,68%) chose "Not Sure" for the statement, *The things I say sound better than the ones I write on a paper*. Then it was followed by 22 repondents (38,33%) chose "agree", 7 respondents (11,67%) chose "Strongly Agree", 4 respondents (6,67%) chose "Disagree", 1 respondent (1,68%) did not answer and No One chose "Strongly Disagree" (0,00%).

Visual learning style

The results of the data analysis indicated that 28 respondents (46, 67%) chose "agree" for the statement, *In speaking course, I learn better by reading what the Teacher writes on the whiteboard*. Then it was followed by 24 repondents (40,00%) chose "Not Sure", 6 respondents (10,00%) chose "Strongly Agree", 2 respondents (3,33%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%).

For the statement, *In speaking course, I remember lesson the instructions better when I read instructrions than when I listen to them,* 40 respondents (66,67%) chose "agree," followed by 12 repondents (20,00%) chose "Not Sure", 8 respondents (13,33%) chose "Strongly Agree", No one (0,00%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). For the statement, *In speaking course, reading instructions makes me more understand than listening to them,* 38 respondents (63,33%) chose "agree," followed by 15 repondents (25,00%) chose "Not Sure", 6 respondents (10,00%) chose "Strongly Agree", 1 respondents (1,68%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%).

For the statement, *In speaking course, I understand more by discussing the content of the coursebook than by listening to lectures*, 23 respondents (38,33%) chose "not sure" followed by 19 repondents (31,68%) chose "agree", 9 respondents (15,00%) chose "Strongly Agree", 1 respondents (1,68%) chose "Disagree", 1 respondent (1,68%) did not answer, and No One chose "Strongly Disagree" (0,00%).

Kinhestetic learning style

The data showed 37 respondents (61,68%) chose "Agree" for the statement, *In speaking course, I like better learn by doing something.* Then it was followed by 15 repondents (25,00%) chose "Strongly Agree", 7 respondents (11,68%) chose "Not Sure", 1 respondents (1,68%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). For the statement, *I understand better when I do things in speaking course,* 33 respondents (55,00%) chose "Agree," followed by 15 repondents (25,00%) chose "Not Sure", 11 respondents (18,33%) chose "Strongly Agree", 2 respondents (3,33%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%).

For the statement, *In speaking course, I like learning by doing experiments,* 37 respondents (61,68%) chose "Agree," followed by 13 repondents (21,68%) chose "Not Sure", 7 respondents (11,68%) chose "Strongly Agree", 2 respondents (3,33%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). Also, 22 respondents (36,68%) chose "Agree" for the statement, *I learn things better in speaking class involve in role-playing,* followed by 28 repondents (46,67%) chose "Not Sure", 9 respondents (15,00%) chose "Strongly Agree", No one chose "Disagree", 1 respondent (1,68%) did not answer and No One chose "Strongly Disagree" (0,00%). Last, 27 respondents (45, 00%) chose "Agree" for the statement, *I understand best in speaking course when I can involve in related activities,* followed by 9 respondents (15,00%) chose "Strongly Agree", 3 respondents (5,00%) chose "Not Sure", 1 respondents (1,68%) chose "Disagree", 1 respondent (1,68%) did not answer and No One chose "Strongly Disagree" (0,00%).

Group Learning style

The data showed 31 respondents (51,67%) chose "agree" for the statement, *In speaking class, I get more work done when I work with other students,* accompanied by 17 repondents (28,33%) chose "Strongly Agree", 11 respondents (18,33%) chose "Not Sure", 3 respondents (5,00%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). Additionally, 24 respondents (40,00%) chose "agree" for the statement, *In speaking course, when I study with a group, I will learn more,* followed by 18 repondents (30,00%) chose "Not Sure", 17 respondents (28,33%) chose "Strongly Agree", 1 respondent (1,68%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%).

For the statement, *In speaking course, I learn best when I work with other students,* 26 respondents (43,33%) chose "agree," followed by 16 repondents (26,68%) chose "Not Sure", 15 respondents (25,00%) chose "Strongly Agree", 1 respondents (1,68%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). For the statement, *I like doing on a task with two or three students in speaking course,* 30 respondents (50,00%) chose "agree," then, 15 repondents (25,00%) chose "Not Sure", 14 respondents (23,33%) chose "Strongly Agree", 1 respondent (1,68%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). Interestingly, 35 respondents (58,33%) chose "agree" for the statement, *In speaking class, I prefer to study with other students,* followed by 11 repondents (18,33%%) chose "Strongly Agree", 10 respondents (16,68%) chose "Not Sure", 1 respondent (1,68%) did not answer the questionnaire. No one (0,00%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%).

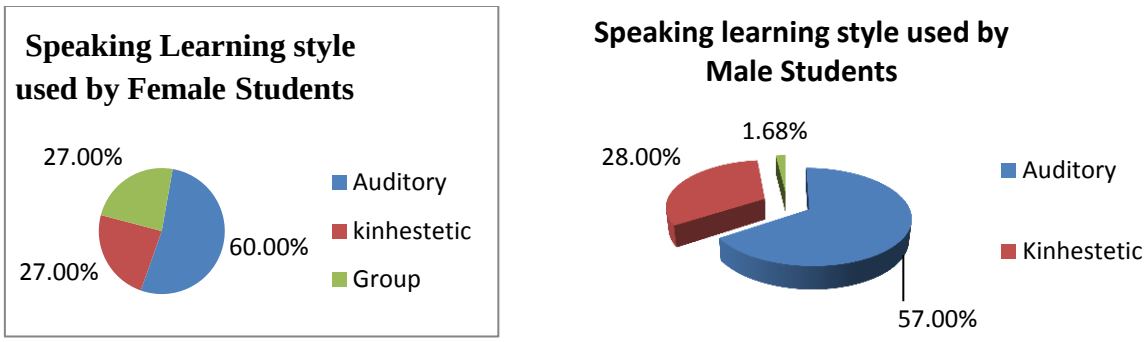
Individual learning style

The results of the data analysis revealed that 39 respondents (65,00%) chose "agree" for the statement, *In speaking course, when I study by myself, I remember things better,* 13 repondents (21,68%) chose "Not Sure", 6 respondents (10,00%) chose "Strongly Agree", 2 respondents (3,33%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). For the statement, *In reading course, when I work alone, I understand better,* 29 respondents (48,33%) chose "strongly agree," 26 repondents (31,33%) chose "Not Sure", 25 respondents (41,68%) chose "Strongly Agree", 6 respondents (10,00%) chose "Disagree" and No One chose "Strongly Disagree" (0,00%). Also, 24 respondents (40,00%) chose "Agree" for the statement *In speaking course, I learn better when I learn alone,* 24 repondents (40,00%) chose "Not Sure", 6 respondents (10,00%) chose "Strongly Agree", 5 respondents (8,33%) chose "Disagree", 1 respondent (1,68%) did not answer and No One chose "Strongly Disagree" (0,00%).

Male and female student teachers' speaking learning style

The following figure will describe the speaking learning style used by male and female students at the research site.

Figure1: The speaking learning style used by male and female students



The findings indicated that for female students, the most preferred speaking learning style was the Auditory learning style. 25 out of the 42 respondents chose five of the twenty-five statement thus making them fell into the auditory style. The second most preferred learning styles of the female students was kinhestetic learning style. It was found out that 11 out of 42 students fell into kinhestetic learning styles after choosing four or more of the statements in the category. The learning styles, however, were found to be the least preferred learning styles where only 8 out of 42 respondents chose group and individual learning styles. In the meantime, for male students, they chose auditory learning style as the most preferred learning style. 10 out of 18 respondents chose auditory learning style. And then followed by Kinhestetic learning style, which was found that 5 out of 18 of them fell into Kinhestetic learning style. And the least preferred learning styles were visual and Group with only 3 out of 18 respondent chose this learning style.

DISCUSSION

The aim of this study was to find out English speaking learning style used by EFL undergraduate student teachers at one of public university in Jambi. Within this study, five learning styles proposed by Reid (1987, 1995) were used to guide this study including visual, auditory, kinhestetic, individual, and group. The findings of this study indicated that among the five styles, the most preferred speaking learning style among the respondents was the auditory learning style. A majority of 35 out of the 60 respondents or 58,3% chose five of the twenty five statement thus making them fell into the auditory learning style. The findings of this study are in line with what Wu's (2010) study that identified the patterns of language learning style and language learning motivation of 185 Hongkong students and found the most popular learning style was auditory followed by Kinesthetic style and visual learning style as the least popular style. Additionnally, the findings are also similar to the findings of a study conducted by Ahmed (2014) who found that from 100 Bangladesh students, 55 % of them fell into auditory learning style.

The second most preferred learning style was kinhestetic learning style with 33,3% (20) of participants fell into kinhestetic learning styles. The group learning styles, however, was found to be the least preferred learning style where only 5 of the respondents out of 60 respondents fell into the category. The possible reasons for the auditory learning style was found to be the most preferred learning styles because the respondents more understand when they listen to the teacher or friends' explanation in speaking class.

Another interesting finding from this study was that female and male student teachers tended to be more auditory learning style users than other learning styles in learning how to speak in English. This finding may be influenced by the Indonesian culture that in the classroom, teachers tend to be the center and invite students to be active. This finding was similar to the findings of a study conducted by Makhlouf, Witte, Fathema and Dahawy (2012) who found no gender-based difference.

CONCLUSION AND SUGGESTIONS

Not every learner learns a language with the same way. Learners are not similar to each other on how they process and receive information when they learn. The findings of this study indicated that although male and female respondents tended to be more auditory learning style users, it could not be concluded that all participants used the same style as only 58,3% of participants preferred the style. Future research may go in-depth qualitatively to find out student teachers' perspectives and thoughts on their own styles.

Also, from the findings of this study, students are encouraged to pay more attention to what learning styles that they prefer as it would help them easier understand what they learn. For the teachers, they also should pay more attention to the students' learning style since it would help them when they teach the students. Also, teachers need to have different strategies when they teach students with various learning styles.

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EFL Student Teachers, Listening Strategies, and Policy Recommendations

Geby Wira Pratiwi, and Diyan Andriani
Jambi University

The study aimed to explore the listening strategies that EFL undergraduate students used at one public university in Jambi. The participants were students who passed in listening subjects in one English study program at Faculty Teacher Training and Education, Public University in Jambi. The total sampling was 94 participants of the second semester, fourth semester, and sixth semester. This study used a quantitative design with a survey approach. In analyzes the data researcher used SPSS to find out the reliability, and Microsoft Excel to describe about the percentage and frequency in listening strategies that students used. There were three categories of listening strategies. They were metacognitive strategy, cognitive strategy, and socio-affective strategy. The result was most of students used metacognitive strategy to increase their ability in listening. Meanwhile, based on gender most of female students used metacognitive strategy, and male students used cognitive strategy. The implication of this study are the students may get the appropriate strategies in listening subject and for the teacher it can motivate the teacher to find out the way to teach the appropriate the strategies to make them get the comprehension in listening.

Key word: Language learning strategies, listening strategies, listening comprehension

INTRODUCTION

Listening has an important role in communication, especially in a foreign language classroom. Listening is a process whereas students must understand grammar structures and vocabularies to acquire the meaning from the communication (Mianmahaleh & Rahimy, 2015). Additionally, Rivers (1984) stated that listening had 30% to 40% position in communication. According to Feyten (1991), in daily communication, people spent 45% of time in listening, 30% in speaking, 16% in reading, and only 9% in writing. However, it seems that listening skill gets less attention than any other skills in language learning. Teachers do not want to spend more time to pay attention to listening skill to increase students' ability in listening (Mianmahaleh & Rahimy, 2015). Also, according to Chelli (2013), although listening has a vital role in language learning, it is ignored from other skills in language learning.

Although the ignorance of the listening skill in learning a foreign language may prevent language learners from understanding speech in a foreign language, which may finally make learners confused if they cannot comprehend what people intend to express, there may be other factors that influence their comprehension, including learning strategies in listening. Listening strategies help students in language input and also to get success in learning language (Vandergrift, 1997). Learning strategy is the strategy or technique that is used to learn something. According to O'Malley, Chamot, Stewner-Manzanares, Russo, and Kupper (1985), there are six types of learning

strategies including memory, metacognitive, cognitive, compensation, affective, and social strategies.

The importance of learning strategies in listening has been part of a number of studies such as Teng (1998), Hung, Teng, and Kuo (2002), Wen-sheng (2007), Chulim (2008), Yang (2009), Jou (2010), Bidabadi and Yamat (2011), Birjandi, and Rahimi (2012), Watthajarukiat, Chatupe, and Sukseemuang (2012), Al-Alwan, Asassfeh, and Al-Shboul (2013), Bidabadi and Yamat (2013), Chelli (2013), Ghoneim (2013), Ratebi and Amirian (2013), Afshar and Hamzavi (2014), Nowrouzi, Shim, Zareian, and Nimehchisalem (2014), Ying Lin and Ni Gan (2014), Amirian and Farahian (2014), and Mianmahaleh and Rahimy (2015). For example, a study done by Amirian and Farahian (2014) found that using listening strategies (metacognitive, cognitive, and socio-affective strategies) has contributed to increase the ability of students' comprehension in learning listening.

Nevertheless, it seems that many studies on the English listening strategies are from other countries, studies on the English listening strategies used by Indonesian undergraduate student teachers seems to be rare. The purpose of this study was to examine the English listening strategies used by EFL undergraduate student teachers to cope with listening problems so they can achieve the target language at one public university in Jambi, particularly the types and frequency of listening strategies that the students use. To achieve the purpose of the study, the study attempted to answer three questions: (1) What types of listening strategies do EFL undergraduate student teachers at one public university in Jambi use to cope with listening problems? (2) What are the common strategies (frequency) that EFL undergraduate student teachers at one public university in Jambi use to cope with listening problems? and (3) What are the different listening strategies between male and female student teachers at one public university in Jambi use to cope with listening problems?

THEORETICAL FRAMEWORK

In learning language, the learners need a technique, strategy, or tactic to success in learning process of a language. Language learning strategies make learner become competent learners (Oxford, 1990, 2003). According to Bidabadi and Yamat (2013), learning strategies have contributed to success in language learning. O'Malley, et al., (1985) divide learning strategies into six types including memory strategies referring to the way of students to manage their ways in learning while cognitive strategies refer to the way of students to determine the limitation of knowledge. For metacognitive strategies, they define as how students manage their ways in learning while compensation strategies refer the way of students to determine the limitation of knowledge. For affective strategies, O'Malley, et al., (1985) define it as students' feelings while social strategies refer to the way of students in learning by involving the others.

In this study, the researchers focused on three types of listening comprehension strategies consisting of metacognitive, cognitive, and socio-affective strategies (Vandergrift, 1997). In metacognitives, learners plan the strategies, monitor, and evaluate strategies in understanding the task (Vandergrift, 1990). Meanwhile, Bacon (1992 as cited by Nowrouzi, et al., 2014) stated types of metacognitive strategies are pre-listening strategy, while-listening strategy, and post-listening strategy. According to Nowrouzi, et al., (2014), "Pre-listening strategy is the learners preparation for listening through manipulating the environment, focusing attention, applying advance organizer,

selecting attention, and deciding to think in English". While-listening strategy was the learners' focuses on monitoring their listening and attract their attention. Post-listening strategy was the evaluation of their understanding in listening and also tried to find out what should they did to help their listening comprehension.

Vandergrift (1997) stated that cognitive strategy is the specific way from the students self to learn the lesson, such as, they make the important notes or summarize, and try to find the meaning of difficult words to get the information from the speaker. Cognitive strategy is divided in two categories; they are top-down and bottom-up processing strategy (Nowrouzi, et al., 2014). Top-down processing strategy refers to predicting what the speaker says by the signal given (Jou, 2010). In top-down processing strategy, the students guessing the meaning from the topic and also make summary about what the speaker says while the bottom-up processing strategy is a process of understanding the meaning of sound by finding out the meaning of words, semantic content, and syntactic level. Additionally, social-affective strategy is divided into social strategy and affective strategy (Bacon, 1992 as cited in Nowrouzi, et al., 2014). Social strategy refers to sharing the idea to others to get the comprehension in listening and affective strategy refers to learners' confidence during the listening process (Vandergrift, 1997).

METHODS

The participants that involved in this study were 94 English study program student teachers who passed the listening subjects at one public university in Jambi. The participants were from the second, fourth, and sixth semester consisting of 72 female student teachers and 22 male student teachers. They were in different ages from 18 to 20 males and females. The researchers used a quantitative method with a survey approach to investigate the listening strategies that EFL students used in listening subject at one of public universities in Jambi. In this study, the researchers involved one class of the second semester as the class to test the reliability of questionnaire. Furthermore, for the real sample, the researchers involved one class of the second semester, one class of the fourth semester, and two classes of the sixth semester.

This study used a questionnaire as the instrument. The questionnaire of this research was adapted from some journals and some previous studies; they were (Cheng (2002 as cited in Jou, 2010); Oxford (1990 as cited in Watthajarukiat, Chatupote, & Sukseemuang, 2012); Vandergrift and Tafaghodtari (2010 as cited Abdalhamid, 2012). The statements in questionnaire were related to the strategies of listening that students used in the listening process. The strategies were divided into three categories, metacognitive, cognitive, and socio-affective strategies where all of the items or statements were related to the strategies above.

In collecting the data, the researchers followed some steps of collecting data. First, getting the permission from the dean of the faculty of teacher training and education, the head of English education study program and lecturers. Second, the researchers gave the invitation letter and the informed consent form to participants in this study. Additionally, the researchers gave brief explanations about this research to make them understand about the study. The last is distributing the questionnaire. The researchers distributed the questionnaires participants that had been ready and agreed to be participants in this study. The researchers gave participants 30-45 minutes to answer the questionnaire. To analyze the data, the researchers used SPSS to find out the reliability of questionnaire. In analyzing the data, this study used Microsoft Excel to

find out the frequency of strategies that students used in listening and also the differences between males and females in using the strategies in the listening subject.

FINDINGS AND DISCUSSION

In this study, the reliability index (Cronbach α) was 0.909, meaning that the questionnaire was reliable to be distributed to the real participants. In the questionnaire, there are five agreement scales. This result only applied the "agree scale" of questionnaire.

Table 1: The types of strategies that student teachers used to cope with the problems in listening

No	Strategy	Percentage
1	Metacognitive Strategy	60.5%
2	Cognitive Strategy	58.8%
3	Socio-affective Strategy	57.8%

The data showed that metacognitive strategy was most frequently used by the students in listening subject; it can be seen from the percentage of metacognitive strategy (60.5%). The findings are line with a study done by Bidabadi and Yamat (2011) who found that the Iranian EFL freshman university students frequently used metacognitive than cognitive and socio-affective strategies.

The common strategies that students used to cope with the problems in listening

Metacognitive strategies

There are three categories of metacognitive strategies in this study. They are pre-listening strategy, while-listening strategy, and post-listening strategy.

Table 2: Pre-listening strategy

No	Statements	Frequency
1	I clarify the objectives of an anticipated listening task and/or propose strategies for handing it.	86.36%
2	Before listening, I prepare my mind to concentrate	63.83%
3	Before listening, I request myself to make progress	69.15%
4	Before listening, I think of similar texts that I may have listened to	29.79%
5	Before I start to listen, I have a plan in my head for how I am going to listen	68.09%

The data showed that "*I clarify the objectives of an anticipated listening task and/or propose strategies for handing it"* obtained the highest percentage (86.36%) with seventy participants for the "agree scale" which is different from the result of the research that was conducted by Jou (2010) who found that most of students prepared their mind to concentrate before listening. In this study, before the students joined the listening process, the students had a step or measure to get success in listening.

Table 3: While-listening strategy

No.	Statements	Frequency
1	While listening. I do not understand if I am unfamiliar with speakers' accents	45.74%
2	While listening, I will check what part of content I do not understand	64.89%
3	While listening, I will double check again for my answer	61.70%
4	I am aware of my inattention and correct it while doing listening test	57.45%
5	I try to listen for specific details to see whether I can understand them	71.28%

The data showed that *"I try to listen for specific details to see whether I can understand them"* got the highest percentage (71.28%) of the sixty-seven participants for the "agree scale". It is similar to the finding of the study done by Chulim (2008) focusing on what participants listened to is the most strategy that students used. It showed that the students were worried about losing their focuses on listening, it caused them lose the point of what they listened.

Table 4: Post-listening strategy

No	Statements	Frequency
1	After listening, I think back to how I listened and about what I might do differently next time	50.00%
2	After Listening, I think back to the quality of my strategy use (for example planning, inferencing) and about how I can do better next time.	65.96%
3	After listening, I reflect on my problems, such as the key words that I do not understand	70.21%
4	After listening, I evaluate how much I could understand	70.21%
5	I will write down the words I do not know after the listening test and look up the dictionary	45.74%

The data showed that *"After listening, I reflect on my problems, such as the key words that I do not understand"* and "*After listening, I evaluate how much I could understand"* got the highest percentage (70.21%) of sixty-six participants for the "agree scale". It is similar to the findings of a study done by Jou (2010) who found that the students lacked of vocabularies because while listening process they could not open the tools to help them cope their problems. Also Lin's (2000) study indicated that the problems of lack vocabularies can be solved by the students through looking at the dictionaries.

Cognitive strategy

There are two categories of the cognitive strategies in this study. They are bottom-up strategy and top-down strategy.

Table 5: Bottom-up strategy

No	Statement	Frequency
1	While listening, I will notice the questions with who, how, when, where and what in the content.	52.13%
2	While listening, I try to understand each word	43.62%
3	While listening, I repeat words or phrases softly or mentally	43.62%
4	While listening, I piece things together from the details	59.57%
5	I take notes of main points and keywords	63.83%

The data showed that "*I take notes of main points and keywords"* got the highest percentage (63.83%) of sixty participants for the "agree scale". The result is in line with what Chelli (2013) found that most of students used to take a note to help them remember about what the speaker said. Watthajarukiat, Chatupe, and Sukseemuang (2012) also found that when students were taking a note, it will make them remember and keep particular information longer.

Table 6: Top-down strategy

No.	Statement	Frequency
1	I listen for main ideas first and then details	68.09%
2	I predict or make hypotheses on text by titles	53.19%
3	I can guess the meaning based on the context	57.45%
4	I try to think in English instead of Indonesia	70.21%
5	I make guess about the topic based on what has already been said	69.15%

The data showed that "*I try to think in English instead of Indonesia"* got the highest percentage (70.21%) of sixty-six participants for the "agree scale". When the students learn English and think in English, it will be more effective ways to get the meaning from the topic (Jou, 2010).

Socio-affective strategy

There are two categories of socio-affective strategies in this study. They are social strategy and affective strategy.

Table 7: Social strategy

No	Statement	Frequency
1	If I do not understand what someone says in English, I ask them to repeat what they said	58.51%
2	After listening, I ask my classmates or teacher question I do not understand	62.77%
3	I hope teachers can teach me more skills to improve my listening comprehension	59.57%
4	I ask others for feedback on how to solve my listening problems	63.83%
5	I practice listening and speaking in English with my friends.	52.13%

The data showed that *"I ask others for feedback on how to solve my listening problems"* got the highest percentage (63.83%) of sixty participants for the "agree scale".

Table 8: Affective strategy

No	Statement	Frequency
1	While listening, I can keep calm and not be nervous	47.87%
2	I am confident in understanding the whole contents	47.87%
3	I encourage myself through positive-self talk	58.51%
4	I try to relax myself, breathe deeply, meditate, and clear my mind while listening.	67.02%
5	I try not to feel nervous as I listen to English	59.57%

The data showed that "*I try to relax myself, breathe deeply, meditate, and clear my mind while listening"* got the highest percentage (67.02%) of sixty-three participants for the "agree scale". It means that most of students needed calmness to make them concentrate on the while-listening process. It also helped them enjoy the listening, and get more focuses. Before they were in listening process, they had deep breathing contributing the students to feel relaxed and increase the students' self-confidence (Jou, 2010).

The differences between male and female using listening strategies

The following table describes the differences between male and female student teachers in using listening strategies

Table 9: The differences between male and female student teachers in using listening strategies

No	Strategy	Gender	Frequency
1	Metacognitive Strategy	Female	61.10%
		Male	58.78%
2	Cognitive Strategy	Female	58.89%
		Male	60.90%
3	Socio-affective Strategy	Female	58.61%
		Male	55.00%

The data showed that in terms of "*metacognitive strategy,"* 61.10% of female student teachers chose for the "agree scale" while 58.78% of male student teachers chose for the "agree scale." In terms of *cognitive strategy,"* the data indicated that 60.90% of male student teachers more frequently used the strategy while 58.89% of female student teachers used the strategy in listening. Female students more organized about what should they did such as they planned something before listening, monitored while-listening, and after listening process they evaluated about what they had done in listening and what they did after it. Male students chose cognitive strategy, where they used their knowledge spontaneously to cope the problems in listening without planning before listening. So, the conclusion is that there were different strategies used by female and male student teachers in listening comprehension.

CONCLUSION AND POLICY RECOMMENDATIONS

The aim of this study was to analyze the listening strategies that EFL undergraduate student teachers used in listening at one public university in Jambi. The results of this study showed that most of students used metacognitve strategies in listening comprehension. In addition, between male and female students, they were different strategies. Female students were most likely to use metacognitve strateges, followed by cognitive and socio-affective strategies while male students were most likely used cognitive strategy, followed by metacogntive strategy and socio-affective strategy.

Based on the findings of the research, the researchers suggest that in order to acquire an acceptable listening skill and to help students succeed in EFL listening, policymakers at faculty or program levels, they should provide students with sufficient facilities in terms of teaching materials. Also, they could cooperate with international agencies such as British Council or other government and non-government organizations to provide students with a native speaker to teach English. For lecturers or teachers, during the lectures, they should not let their students only sit, listen and think, but they should encourage their students prepare for the lectures, particularly before, while, and after the lectures. First, before the listening lectures, lecturers should provide their students with a list of texts or teaching materials that students should read in advance of the lecture. It will help their students familiarize with the information they will hear. Additionally, it also gives students the opportunity to learn difficult vocabulary that may be used during the lectures. For while-listening, lecturers should encourage students to do several things such as selecting what is significant or useful, listening for the main idea, predicting, drawing inferences, summarizing, listening for specific details, recognizing cognates, recognizing word-order patterns, and developing their own note-taking style. For after listening, lecturers could recommend their students to talk about the lectures with your classmates, to make a mind-map of the lecture content, or to write a few sentences summarizing the main ideas.

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From Senior High Schools To a Teacher Education Program: A Survey Study on Student Teachers' Motives to Become an English Teacher as a Career at One Public University in Jambi

Titin Rohayati, Herland Akbari Putra, Sri Hidayati, and Amirul Mukminin
Jambi University

This study aimed to investigate student teachers' motives to enter teacher education study program to become an English teacher as a future career at one public university in Jambi. The participants were English student teachers at Faculty of Teacher Training and Education, Jambi University which aims to produce English Teachers. This study engaged total sampling 285 participants. This study used a quantitative design with a survey approach. There were various motives that influenced male and female student teachers to become an English teacher in which these motives were classified into three categories: Altruistic (8 reasons), Intrinsic (6 reasons), Extrinsic Motives (7 reasons). The result revealed an interesting finding in which extrinsic motives (It provides a good social status) were chosen as the highest motive that influenced male and female student teachers to become a future teacher. Then it was followed by altruistic motives (It has a socially worthwhile job) and intrinsic motives (It offers opportunities for my academic development). In this study, suggestions for future research, students, teacher education study program and university are also discussed.

Keywords: Altruistic, intrinsic, and extrinsic motives

INTRODUCTION

Teaching profession has been considered as a career choice by Indonesian people in the last few years. Teaching has become a favourite job that is much in demand, especially by young people. This can be seen from a number of senior high school graduates who have decided to enter the faculty of teacher training and education (FKIP) or the teacher education program. This phenomenon is very different from the previous years when the teacher education program or teacher profession was chosen as the last resort. In fact, today many people scramble to get into the teacher education program since the government offers an attractive reward through salary increases. This is in accordance with Goh and Atputhasamy's (2001) study that investigated whether the government's efforts to make teaching profession as an interesting career choice through giving better remuneration and career advancement prospects had become one of student teachers' motives. A number of reasons also have been revealed to clarify why people choose to become a teacher, whether their motives come from themselves or there are other reasons that make them choose teaching as a career.

Additionally, previous studies had also indicated student teachers' reasons for choosing teaching profession in different countries such as in England and Norway (Kyriacou, Hultgren & Stephens, 1999), Australia (Richardson & Watt, 2006), Singapore (Low, Lim, Ch'ng, & Goh, 2011), and Netherland (Bruinsma & Canrinus,

2012). Their studies found that the most student teachers' reasons for choosing teaching are 'love to work with young people', 'interest in teaching', and 'want to contribute to society'. Others mentioned that they wanted to become a teacher because 'there are long holidays', 'job security', and 'time for family'.

Since there are different motives that influence student teachers (e.g. males and females) in choosing teaching as a career, it is important for the government and policymakers to recruit and retain teachers in the profession. According to Wang & Fwu (2001), pre-service teachers' motives to enter the teacher profession have a close relationship with their commitment towards the job in the future. In this case, the study of student teachers' motives for becoming teaching as a career is important in order to make better recruitment and retention rates in the profession. However, much of the research on student teachers' motives is from other countries and schooling there differs in many significant respects from Indonesia, research on student teachers' motives to enter the teacher profession in Indonesia is still rare. The focus of this study is to document male and female student teachers' motives to enter the teacher profession in one public university in Jambi.

THEORETICAL FRAMEWORK: ALTRUISTIC, INTRINSIC, AND EXTRINSIC MOTIVES

Teaching has attracted different people for different motives. Choosing teaching as a career is different from choosing the other jobs. To become a teacher, people have some considerations in term of the aspects that relate to the job itself in which the considerations can be seen from their motives to become a teacher as a future career. According to Vroom (1964) and Hong & Waheed (2011), motive is an internal encouragement relied on the needs that derive a person to achieve something. It means that motives can influence people to decide what they should do to achieve their goals. In terms of teaching choice as a future career, there are various reasons stated by some researchers in which the reasons can be classified into three motives: altruistic, intrinsic, and extrinsic motives.

Altruistic motives refer to the reasons outside any noticeable benefits that the teaching profession has to offer (Moran et al., 2001; Low, Lim, Ch'ng, & Goh, 2011). In addition, such research (Brown, 1992; Kyriacou & Kobori, 1998; Chuene et al., 1999 as cited in Kyriacou, Hultgren & Stephens, 1999) indicated that altruistic motives were also known as social reasons in which the motives to become a teacher were close related to the reasons like 'seeing teaching as a socially worthwhile job', 'want to help children succeed', and 'want to help society improve'. In other words, Richardson and Watt (2006) defined altruistic reasons as social utility values that included four components: 'shape future of children', 'enhance social equity', 'make social contribution', and 'work with children'.

The next motives that encourage student teachers in choosing teaching as a career are intrinsic motives. In terms of intrinsic motives, it deals with the student teachers' motives to become a teacher because of the job itself (Brown, 1992; Kyriacou & Kobori, 1998; Chuene et al., 1999; Kyriacou & Coulthard, 2000). Additionally, the student teachers' motives for becoming teaching as a career have been claimed to be influenced by intrinsic reasons in which it is related to an individual's inner personal fulfillment (Manuel & Hughes, 2006). People who choose teaching profession as their future career because of these reasons, then it can be predicted that they may have a good commitment and responsibility in that profession. In other words, they see

teaching profession as a "calling" that begins from an individual's deep inside (Serow, 1994; Snyder, Doerr, & Pastor, 1995).

Other motives for entering into a teaching career except of altruistic and intrinsic motives are extrinsic motives which are not inherent in the work itself (Brown, 1992; Kyriacou & Kobori, 1998; Chuene et al., 1999; Kyriacou & Coulthard, 2000). Extrinsic reasons, such as 'no other choice' and 'salary', have been considered by some researchers to be student teachers' motives in choosing teaching as a career (Yong, 1995). Other extrinsic reasons have also included 'job security', 'social status', 'a steady income or salary', and 'time for family' (Kilinc & Mohiroglu, 2009; Saban, 2003; Sahin, 2010; Kilinc, Watt & Richardson, 2012). Although extrinsic motives are not determined as the main reason of student teachers in choosing teaching as a career, but it has showed that these reasons give big influence in teacher recruitment, retention, and their commitments to the profession. One of the common phenomenon is when teaching salary is falling, and then the numbers of new entrants are declining.

METHODS

In this study, a quantitative design with a survey approach had been used to investigate the goals or motives of male and female student teachers to become a teacher by choosing English education department at one public university in Jambi. According to Creswell (2012, p.13), "the quantitative method is an approach used to describe a research problem through analysing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions or previous research". In terms of data collection, the instrument used in this study was questionnaires that were constructed in the form of closed-ended questions.

In analysing the data, descriptive statistics were used to describe the data of the respondents' demographic background and how strong they agree with the listed reasons for being a teacher. According to Dornyei (2003), "descriptive statistics are used to summarize sets of numerical data in order to conserve time and space" (p.114). For this study, the researchers decided to use comparing group percentages for describing the results. Since one of the purposes of this study was to know whether males and females differed in their motives for becoming a teacher, concerning with their backgrounds. Then, to describe the result, the researchers would need to calculate the percentages of both male and female student teachers' motives.

FINDINGS

In this study, the findings were collected and analysed from the data of questionnaires that were distributed to all student teachers at English education study program. There were two data sets related to the findings of the study: The first was the data from demographic questionnaire and the second was the data from closed-ended questionnaire. But there was additional data of student teachers' motives in which it was related to demographic questionnaire and also closed-ended questionnaire. The following part will describe all of three findings of this study.

Biographical description of participants

In this part, the researchers reported the participants' background of the study including location of previous senior high schools, semester, gender, age, and their

parents' job. All of participants' data were important to improve the study and made it clear.

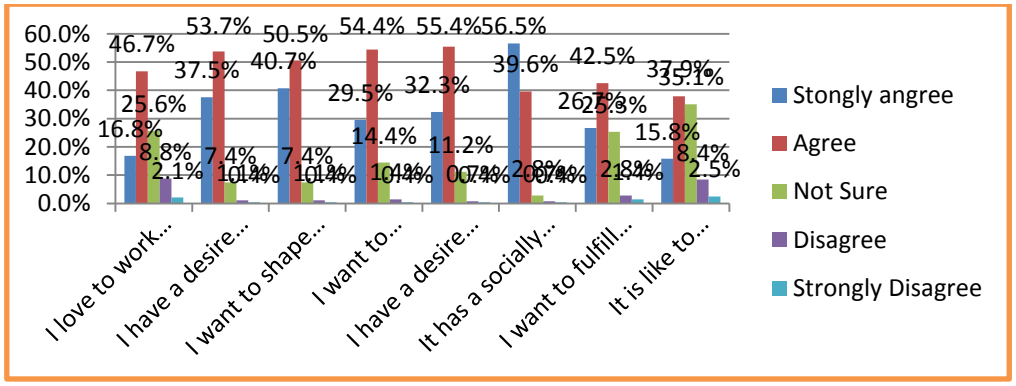
Table 1: Biographical description of participants

Location of previous senior high schools	**frequency**	**percentage (%)**
Jambi City	136	47.7
Others	149	52.3
semester	**frequency**	**percentage (%)**
2	78	27.4
4	48	16.8
6	76	26.7
8	83	29.1
gender	**frequency**	**percentage (%)**
Male	65	22.8
Female	220	77.2
age	**frequency**	**percentage (%)**
17	19	6.7
18	52	18.2
19	57	20
20	72	25.3
21	59	20.7
22	19	6.7
23	3	1.1
parents' job	**frequency**	**percentage (%)**
Teacher	41	14.4
Non-Teacher	244	85.6

Data of student teachers' motives in general

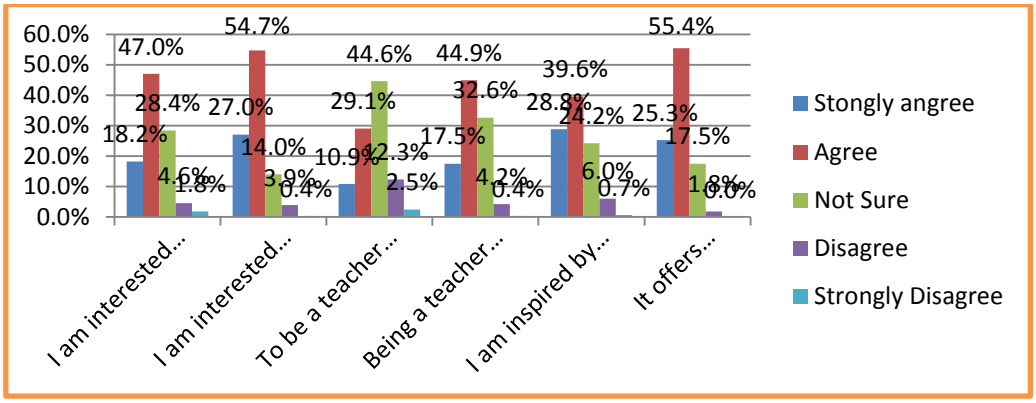
In this part, there were 21 items related to student teachers' motives for choosing teaching as a career that were classified into 3 categories: altruistic, intrinsic, and extrinsic motives. The following parts will describe the findings based on the category of motives.

Figure 1: Student teachers' motives: Altruistic motives



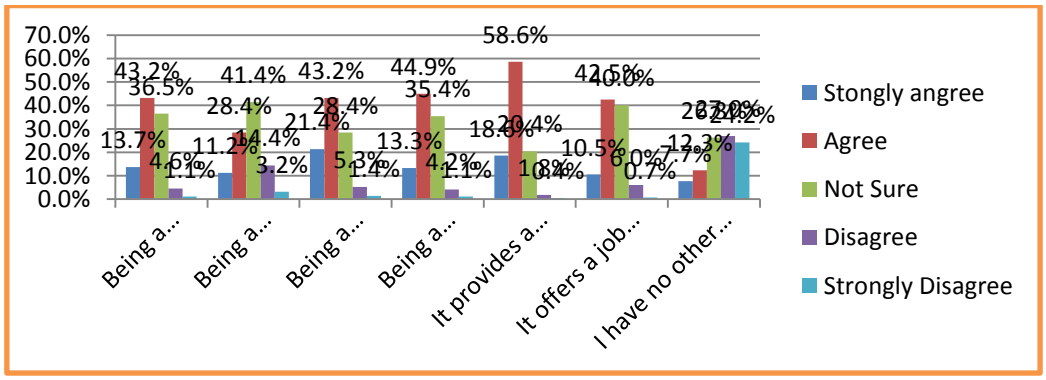
From the chart, it showed that the highest altruistic motives that encouraged male and female student teachers to become a teacher was '*It has a socially worthwhile job'* (56.5%). Then it was followed by '*I have a desire to contribute to society'* (55.4%). On the other hand, '*It is like to answer a calling'* (37.9%) reason was considered as the lowest motive that influenced them to become a teacher.

Figure 2: Student teachers' motives: Intrinsic motives



From the chart, it showed that the highest intrinsic motives that encouraged male and female student teachers to become a teacher was '*It offers opportunities for my academic development* (55.4%). Then it was followed by '*I am interested in teaching activity'* (54.7%). On the other hand, '*I am inspired by good teachers'* (39.6%) reason was considered as the lowest motive that influenced them to become a teacher.

Figure 3: Student teachers' motives: Extrinsic motives



From the chart, it showed that the highest extrinsic motives that encouraged male and female student teachers to become a teacher was '*It provides a good social status'* (58.6%). Then it was followed by '*Being a teacher as stepping stone'* (44.9%). On the other hand, '*I have no other choice'* (27.0%) reason was considered as the lowest motive that influenced them to become a teacher.

Data of student teachers' motives based on gender and parent's job

In this case, the researcher tried to explain student teachers' motives from close-ended questionnaire in which it was related to demographic background of participants. From 9 items in demographic background, the researcher just chose gender and parents' jobs to be identified more detail. Gender and parents' jobs were chosen because there

were assumptions that males and females have different motives to become a teacher and parents' job have big influence to student teachers' decisions. The following parts will describe student teachers' motives based on gender and parent's jobs.

Student teachers' motives based on gender

Table 2: Altruistic Motives

ALTRUISTIC MOTIVES	Stongly angree		Agree		Not Sure		Disagree		Strongly Disagree	
	F	M	F	M	F	M	F	M	F	M
I love to work with children	15,9 %	20,0 %	46,8 %	46,2 %	25,5 %	26,2 %	9,5 %	6,2 %	2,3 %	1,5 %
I have a desire to help children succeed	37,3 %	38,5 %	54,1 %	52,3 %	7,3%	7,7%	0,9 %	1,5 %	0,5 %	0,0 %
I want to shape future of children	40,5 %	41,5 %	51,8 %	46,2 %	6,4%	10,8 %	0,9 %	1,5 %	0,5 %	0,0 %
I want to enhance social equity	27,7 %	35,4 %	56,8 %	46,2 %	13,6 %	16,9 %	1,4 %	1,5 %	0,5 %	0,0 %
I have a desire to contribute to society	32,7 %	30,8 %	55,9 %	53,8 %	10,5 %	13,8 %	0,5 %	1,5 %	0,5 %	0,0 %
It has a socially worthwhile job	58,2 %	50,8 %	38,6 %	43,1 %	2,3%	4,6%	0,5 %	1,5 %	0,5 %	0,0 %
I want to fulfill a mission	26,8 %	26,2 %	43,6 %	38,5 %	22,7 %	33,8 %	3,6 %	0,0 %	1,4 %	1,5 %
It is like to answer a calling	15,9 %	15,4 %	39,1 %	33,8 %	33,6 %	40,0 %	8,6 %	7,7 %	2,3 %	3,1 %

From the table, it showed that male and female student teachers had different reasons that influenced them to become a teacher. The data stated that males were more influenced by '*I have a desire to contribute to society'* (53.8%) as the highest motive, while females were more influenced by *'It has a socially worthwhile job'* (58.2%). On the other hand, *'I want to fulfil a mission'* (38.5%) was considered as the lowest motive by male student teachers, while female student teacher chose *'It is like to answer a calling'* (39.1%) reason as the lowest motive that encouraged them to become a teacher.

Table 3: Intrinsic motives

INTRINSIC MOTIVES	Stongly angree		Agree		Not Sure		Disagree		Strongly Disagree	
	F	M	F	M	F	M	F	M	F	M
I am interested in teaching activity	19,5 %	13,8 %	48,6 %	41,5 %	25,9 %	36,9 %	4,1 %	6,2 %	1,8 %	1,5 %
I am interested in applying my subject	26,8 %	27,7 %	55,9 %	50,8 %	13,6 %	15,4 %	3,2 %	6,2 %	0,5 %	0,0 %
To be a teacher fits my personality	10,5 %	12,3 %	30,9 %	23,1 %	45,5 %	41,5 %	10,0 %	20,0 %	2,3 %	3,1 %
Being a teacher can lead on to other jobs in the future	16,8 %	20,0 %	44,5 %	46,2 %	33,2 %	30,8 %	4,5 %	3,1 %	0,5 %	0,0 %
I am inspired by good teachers (role models)	30,5 %	23,1 %	41,4 %	33,8 %	22,7 %	29,2 %	4,5 %	10,8 %	0,5 %	1,5 %
It offers opportunities	28,6 %	13,8 %	51,8 %	67,7 %	18,2 %	15,4 %	1,4 %	3,1 %	0,0 %	0,0 %

From the table, it showed that male and female student teachers had different reasons that influenced them to become a teacher. The data stated that males were more influenced by '*It offers opportunities for my academic development'* (67.7%) as the highest motive, while females were more influenced by *'I am interested in applying my subject'* (55.9%). On the other hand, both male and female student teachers had the same opinion in which *'I am inspired by good teachers (role models)'* (33.8% male, 41.4% female) was considered as the lowest reason that influenced them to become a teacher.

Table 4: Extrinsic motives

EXTRINSIC MOTIVES	Stongly angree		Agree		Not Sure		Disagree		Strongly Disagree	
	F	M	F	M	F	M	F	M	F	M
Being a teacher offers good salary/bette	14,1 %	12,3 %	43,2 %	43,1 %	35,0 %	41,5 %	5,9%	0,0%	0,5%	3,1%

r future										
Being a teacher offers long holidays	10,9 %	12,3 %	28,2 %	29,2 %	42,3 %	38,5 %	14,1 %	15,4 %	2,7%	4,6%
Being a teacher offers more time for family	21,8 %	20,0 %	43,6 %	41,5 %	27,7 %	30,8 %	5,9%	3,1%	0,5%	4,6%
Being a teacher as stepping stone for a future career	12,3 %	16,9 %	45,0 %	44,6 %	35,9 %	33,8 %	4,5%	3,1%	0,9%	1,5%
It provides a good social status	19,5 %	15,4 %	58,6 %	58,5 %	18,6 %	26,2 %	2,3%	0,0%	0,5%	0,0%
It offers a job security	10,9 %	9,2%	44,5 %	35,4 %	37,3 %	49,2 %	6,4%	4,6%	0,5%	1,5%
I have no other choice	8,6%	4,6%	12,3 %	12,3 %	24,5 %	32,3 %	27,7 %	24,6 %	23,6 %	26,2 %

Last, the data showed that both male and female student teachers had the same opinion in which *'It provides a good social status reason'* (58.5% male, 58.6% female) was considered as the highest extrinsic motive that encouraged them to become a teacher. Furthermore, they also stated that *'I have no other choice'* (32.5% male, 27.7% female) as the lowest reason that influenced them to be a future teacher.

Data of student teachers' motives based on parents' job

In this study, parents' jobs of participants were divided into two groups: teacher (T) and non teacher (NT) (soldier, entrepreneur, farmer, etc). These categories were made to find out the differences between student teachers' motives with different background of family, specifically their parents' jobs.

Table 5: Altruistic motives

ALTRUISTIC	**Strongly Agree**		**Agree**		**Not Sure**		**Disagree**		**Strongly Disagree**	
	T	NT	T	NT	T	NT	T	NT	T	N T
I love to work with children	9.8 %	18.0 %	63.4 %	43.9 %	22.0 %	26.2 %	4.9 %	9.4 %	-	2.5 %
I have desire to help children succeed	36.6 %	37.7 %	53.7 %	53.7 %	7.3%	7.4%	2.4 %	0.8 %	-	0.4 %

I want to shape future of children	34.1 %	41.4 %	61.0 %	49.2 %	2.4%	8.2%	2.4 %	0.8 %	-	0.4 %
I want to enhance social equity	26.8 %	30.3 %	53.7 %	54.1 %	17.1 %	13.9 %	2.4 %	1.2 %	-	0.4 %
I have a desire to contribute to society	34.1 %	32.0 %	58.5 %	54.9 %	7.3%	11.9 %	-	0.8 %	-	0.4 %
It has a socially worthwhile job	53.7 %	57.0 %	46.3 %	38.5 %	-	3.3%	-	0.8 %	-	0.4 %
I want to fulfill a mission	36.6 %	25.0 %	39.0 %	43.0 %	22.0 %	25.8 %	-	3.3 %	-	1.6 %
It is like to answer a calling	7.3 %	17.2 %	39.0 %	37.7 %	43.9 %	33.6 %	4.9 %	9.0 %	4.9 %	2.0 %

From the table, the data showed that student teachers who their parents were teacher (T) considered *'I love to work with children'* (63.4%) as the highest motive that encouraged them to become a teacher. On the other hand, in the non-teacher group or student teachers who their parents were non-teacher (NT) considered *'It has a socially worthwhile job'* (57.0%) as the highest motive that influenced them to become a teacher.

Table 6: Intrinsic motives

INTRINSIC	**Strongly Agree**		**Agree**		**Not Sure**		**Disagree**		**Strongly Disagree**	
	T	NT	T	NT	T	NT	T	NT	T	NT
I am interested in teaching activity	9.8%	19.7 %	56.1 %	45.5 %	24.4 %	29.1 %	7.3 %	4.1%	2.4 %	1.6 %
I am interested in applying my subject	17.1 %	28.7 %	53.7 %	54.9 %	24.4 %	12.3 %	2.4 %	4.1%	2.4 %	-
To be a teacher fits my personality	9.8%	11.1 %	24.4 %	29.9 %	51.2 %	43.4 %	9.8 %	12.7 %	4.9 %	2.0 %
Being a teacher can lead on to other jobs in the future	17.1 %	18.0 %	36.6 %	45.9 %	46.3 %	30.3 %	-	4.9%	-	0.4 %
I am inspired by good teachers (role	29.3 %	29.1 %	34.1 %	40.6 %	34.1 %	22.1 %	2.4 %	6.6%	-	0.8 %

models)										
It offers opportunities for my academic development	22.0 %	25.8 %	58.5 %	54.9 %	19.5 %	17.2 %	-	2.0%	-	-

From the table, the data showed that both student teachers who their parents were teacher (T) student teachers who their parents were non teacher (NT) had the same opinion in term of intrinsic motives. *'It offers opportunities for my academic development'* (58.5% T, 54.9% NT) was considered as the highest intrinsic motive that influenced and encouraged them to become a teacher.

Table 7: Extrinsic motives

EXTRINSIC	**Strongly Agree**		**Agree**		**Not Sure**		**Disagree**		**Strongly Disagree**	
	T	NT	T	NT	T	NT	T	NT	T	NT
Being a teacher offers good salary/better future	14.6 %	13.5 %	51.2 %	41.8 %	29.3 %	37.7 %	2.4 %	4.9 %	-	1.2 %
Being a teacher offers long holidays	24.4 %	9.0 %	26.8 %	28.7 %	29.3 %	43.0 %	14.6 %	14.8 %	2.4 %	3.3 %
Being a teacher offers more time for family	22.0 %	21.3 %	43.9 %	43.0 %	26.8 %	28.7 %	4.9 %	5.3 %	-	1.6 %
Being a teacher as stepping stone for a future career	9.8 %	13.9 %	56.1 %	43.0 %	31.7 %	36.1 %	-	4.9 %	-	1.2 %
It provides a good social status	12.2 %	19.7 %	70.7 %	56.6 %	14.6 %	21.3 %	2.4 %	1.6 %	-	0.4 %
It offers a job security	12.2 %	10.2 %	51.2 %	41.0 %	34.1 %	41.0 %	2.4 %	6.6 %	-	0.8 %
I have no other choice	12.2 %	7.0 %	22.0 %	10.7 %	14.6 %	28.3 %	22.0 %	27.9 %	22.0 %	24. 6%

From the table, the data showed that both student teachers who their parents were teacher (T) student teachers who their parents were non teacher (NT) had the same opinion in term of extrinsic motives. *'It provides a good social status'* (70.7% T, 56.6% NT) was considered as the highest intrinsic motive that influenced and encouraged them to become a teacher.

DISCUSSION

The following part will discuss the findings of student teachers' motives under altruistic, intrinsic, and extrinsic motives generally based on the questionnaire; and student teachers' motives specifically related to demographic background of participants (gender and parents' job). In term of student teachers' motives, the data showed an interesting finding (surprising result). The findings of this study stated that extrinsic motives (It provides a good social status – 58.6%) were chosen as the highest factor that influenced and encouraged male and female student teachers to become a teacher as a career. Then it was followed by altruistic motives (It has a socially worthwhile job – 56.5%) and intrinsic motives (It offers opportunities for my academic development – 55.4%). The findings of this study were quite different with the previous studies in which altruistic motives were chosen as the highest factor that influenced and encouraged the participants to become a teacher (King, 1993; Snyder, Doerr, & Pastor, 1995; Johnston, Mceown, Mcewen, 1999, Schuts, Crowder, & White, 2001; Hobson et al., 2004; Pop & Tunner, 2009; Manuel & Hughes, 2006; Kilinc, Richardson, & Watt, 2012; Lin, Shi, Wang, Zhang, & Hui, 2012).

In term of gender differences, the findings were quite different with the previous studies in which it was found that 129 (58,6%) female student teachers chose "Agree" to become a teacher because *It provides a good social status* (extrinsic motives) as the highest motive to become a teacher. Then it was followed by 128 (58,2%) female student teachers chose "Strongly Agree" to become a teacher because *It has a socially worthwhile job* (altruistic motive). Whereas, there was an interesting finding in which *Being a teacher offers more time for family* reason was just considered by 96 (43,6%) female student teachers. From the study, the data stated that the findings of this study were different with the previous studies in which most of females chose to become a teacher because teaching hours fit with the responsibilities of having family and part-time teaching could allow more family time (Bruinsma & Canrinus, 2012; Kilinc, Watt, & Richardson, 2012).

On the other hand, the study found that 44 (67,7%) male student teachers chose "Agree" to become a teacher because *It offers opportunities for my academic development* (intrinsic motive) as the highest motive to become a teacher. Then it was followed by 38 (58,5%) male student teachers chose "Agree" to become a teacher because *It provides a good social status* (extrinsic motive). Whereas, *"Being a teacher offers good salary/better future"* reason was just considered by 28 (43.1%) student teachers. More, this study found different reasons of student teachers especially male in which they did not place financial incentives as the first reason to become a teacher. These findings were not in line with the previous studies in which males chose to become a teacher because extrinsic motives like salary and social status (Richardson & Watt, 2006; Low, Lim, Ch'ng, & Goh, 2011). In brief, student teachers' motives are not always the same as the previous studies. There are many reasons that influence them to become a teacher along with the times. For example, today females are not always at home, they try to explore their ability out of home (career women). On the other hand, males are not always related to financial incentives when they consider finding out a job. Sometimes, they do it because they have other reasons.

Furthermore, the findings showed that there were some differences between student teachers' reasons who their parents' job were a teacher (1st group) and non teacher (2nd group). In this study, it was found that 29 (70,7%) participants from 1st group stated *It provides a good social status* (extrinsic motive) as the highest reason.

Then it was followed by 26 (63,4%) participants chose *I love to work with children* (altruistic motive), and 25 (61,0%) participants chose *I want to shape future of children* (altruistic motive). The findings of this study showed that participants perceived teaching profession as a good status. It might be caused they saw their parents as a teacher. In this case, the findings were quite different with the previous studies in which the participants did not mention their parents as their inspiration to become a teacher. On the other hand, in the 2nd group, 139 (57,0%) participants chose *It has a socially worthwhile job* (altruistic motive) as their main reason to become a teacher. Then it was followed by 138 (56,6%) participants chose *It provides a good social status (*extrinsic motives). Their reasons might be influenced by family background of participants, especially parents' job. The previous study conducted by Richardson and Watt (2006) stated that a greater concentration of student teacher came from the lower parent income. Although in the second group the parents' job of participants were non teacher, it did not mean that their parents had a lower income. In brief, parents' jobs gave a big contribution to student teachers' decisions for becoming a future teacher.

Overall, it can be said that almost of student teachers chose to become a future teacher not from themselves, but because other reasons out of teaching activity. The government and education practitioners have to consider the effects that may happen in the future. As we know that student teachers' motives to become a teacher can give influence to their commitment in the future. Student teachers who place altruistic or intrinsic reasons as their main motives can be said that they are interested in teaching profession and they may have a good commitment for their career in teaching in the future (Serow, 1994 as cited in Snyder, Doerr, & Pastor, 1995). But student teachers who place extrinsic reasons as their main motives may struggle to stay in the teaching profession because actually they are not interested in teaching rather they choose to become a teacher because the reasons out of teaching itself like salary, social status and others (Yong, 1995). In brief, student teachers' motives have big contribution to the development of teaching profession in the future.

CONCLUSION

The aim of this study was to analyze the student teachers' motives to become an English teacher as a career at one public university in Jambi. Based on the findings in the demographic survey, it was known that most of student teachers who chose to become a teacher came from out of Jambi city, female and most of their parents' job were a non teacher. In term of student teachers' motives, it was found that the highest motives chosen by students were (1) Extrinsic Motives: *It provides a good social status* (58,6%), followed by (2) Altruistic Motives: *It has a socially worthwhile job* (56,5%), and (3) Intrinsic Motives: *It offers opportunities for my academic development* (55.4%).

Based on the findings of the study, the researchers suggested to student teachers to pay attention to what reasons they chose to become a teacher. Their reasons were very important to make them stay on the teaching profession. Beside that, the researcher also suggested to education practitioner or lecturer to give motivations to students teachers to become a good teacher in the future. The students needed to be motivated in term of their motives to become a teacher as future career. Because .student teachers' commitments to be a teacher depend on their motives when deciding to enter teacher education study program. On the other hand, the government should consider and give more attention to student teachers as teacher generations in the future, and also to

teaching profession itself. Finally, this study was useful to the further research to do this kind of research for better education, especially teaching profession.

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Comics in the EFL Classroom: The Use of English Comics and Students' Speaking Skills at One Islamic Junior High School in Jambi City

Husnul Fatiyah
husnulfatiyah@gmail.com
Jambi University

The purpose of this action research was to find out whether the use of English comics as a teaching medium can help to improve students' speaking skills at One Islamic Junior High School in Jambi City. The sample of this study was 32 students of one EFL classroom, consisting of 13 males and 19 females. Three cycles were applied in this study. During the process of teaching and learning, the data were collected through observation checklists, tests, and questionnaire. All the data of observation checklists, tests, and questionnaire were analyzed to find out whether the use of English comics as a teaching medium can help to improve students' speaking skills. Generally, the findings of the action research indicated that that the use of English comic positively contributed to students' speaking and made the students more active, spontaneous and relaxed in using English in the class. Suggestions for future research and teaching practices are discussed

Key words: English comics, media, students' speaking skill

INTRODUCTION

In the era of globalization, English is an important means of communication, which is used by many countries in this world. It plays an important role as an international language. English is used by most people all over the world, taught and learnt in many countries all over the world either as a second language or a foreign language. In Indonesia, English is one of the main subjects in secondary schools and it is one of the obligated subjects, so every student has to study this subject.

In learning English, there are four kinds of skills: listening, speaking, reading, and writing. Speaking is one of the four language skills. Speaking means the ability to say something or ideas and feeling orally. Speaking is very crucial because one of the main purposes of language learning is to enable the students to communicate orally in the target language. This purpose will only be fulfilled completely if the students are trained with the activity which is able to invite them to speak.

Based on the premilinary study at one Islamic junior high school in Jambi City, the teacher taught the students conventionally. They let the students only memorize the vocabulary from the book, instead of using it. Then, the teacher asked the students to write down the words without asking the students to use it in the communication, yet some of the students do not know the function of this language exercise. It makes some of them were not active in expressing their thoughts, opinions and ideas through speaking English. There were less than a half of students who had well enough speaking skill. It was indicated when they were asked by teachers to speak in front of the class, another students would bargain the command or directly refused it, and even some students did not give a response to the material.

For the reason above, variations in teaching speaking are needed. The variation should be more creative and interactive. So, the researcher thinks that the students need interesting media. According to Gearlach and Ely (1980), media are human, material or the action to build a condition where the students can get more knowledge, skill or attitude. There are three kinds of media namely audio, visual, and audio visual. One of the most commonly used is visual media. The students tend to love visual instruments in which they can directly see and think and comic is one of interesting visual media.

Comics are instruments which can help students to speak. Comics are an art from using a series of statistic images in fixed sequence. Using English comics are a means for teaching speaking can be very pleasing and interesting for the students. By using English comics students will be more interested and more active in learning. They will feel something new and different than usually in learning speaking. I expected that by using English comics, they would be active as participants and they have more a chance to express their minds, emotions, feeling and attitudes and of course to increase their English score.

THEORETICAL FRAMEWORK

Teaching speaking is the activity where the teachers lead their students to improve their ability in expressing emotions, ideas or feelings orally, help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations and help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. According to Burnkart (1998), the goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

According to Gearlach and Ely (1980) a medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes. Media play an important role in a teaching and learning process. Media are needed to reach the objectives of teaching-learning process. As a teacher, we should use various media or teaching aids in giving the material to the students as stated by Harmer (2011) that a language teacher should use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity. Educational media are supporting materials that can motivate students and can effectively explain and illustrate subject content. His concern is on the use of materials in order to make students motivated to learn something and to make clear the content of a subject. Therefore, media education in the modern world can be described as the process of the development of personality with the help of and on the material of media, aimed at the shaping of culture of interaction with media, the development of creative, communicative skills, critical thinking, perception, interpretation, analysis and evaluation of media texts, teaching different forms of self-expression using media technology.

According to Cloud (1993) in his book Understanding Comics, comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. By this definition, single panel illustrations are not comics, but are instead cartoons. In relation to the education, from the early 40's many educators in USA such as Sones (1944) and others

conducted a series of studies on using comic books in education, providing data for its usefulness.

Strengths of comics in education according to Yang (2003), can be described as follows: Motivating. The use comic as a medium the teacher can give motivation to the students to learn English in more enjoyable and interesting ways. Students, especially young learners, like to read comics. If they are given options to study or read comics, they will choose to read comics. So, with the use of comics as a medium in teaching English, the students do not realize that they are learning English Sones (1944) theorized that pictures told any story more effectively than words. Visual Comics, Visual learners benefit from visual media.

Popular, Comic is a popular reading for children. If we ask the students, whether they have read comic or not, most of them would say, "yes." It is very popular because comic has interesting story and full of colors. That is why the children like it. By comics, students can learn about culture. Teachers can introduce popular culture into their classroom easily and effectively through comics. By incorporating popular culture into curriculum teachers can bridge the separation many students feel, between their lives in and out of school.

According to Versaci (2001), through comic books, teacher can lead their students in a study of contemporary lifestyles, myths, and values. Development of thinking skills, Analytical and critical thinking skills can be developed through comics. Through students can answering of deeper questions about the combination of visual and textual force students to get familiarized with these two means of expression, uncovering the deeper meaning of a work and offering a profound insight.

The wide spread of comic has interested me to use it as a medium for teaching. A teacher may use the potential of comic in motivating the students. The main role of comic book in teaching is its strength in motivating the students' interest. It is better to combine the use of comic with a particular method of teaching. So, the use of comic as a medium of teaching will be more effective. A teacher should help the students to find a good and enjoyable comic which is appropriate to the way the students think and the students' age. Also, a teacher should help them get broader information and knowledge from the comic.

METHODS

This research used a classroom action research (CAR). According to Carr & Kemmis (1986), action research is a form of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of their own social or educational practices justice, their understanding of these practices, and the situations in which practices are carried out.

The research was taking a place at One Islamic Junior High School in Jambi City. The sample of this study was 32 students of one EFL classroom, consisting of 13 males and 19 females. Furthermore, I conducted the action in cyclical process; with English teacher as a collaborator, observer, and partner in examining all situations during research to solving the problems in teaching English in order to improve the students speaking.

During the process of teaching and learning, the data were collected through observation checklists, tests, and questionnaire. All the data of observation checklists, tests, and questionnaire were analyzed to find out whether the use of English comics as a teaching medium can help to improve students' speaking skills. There were two kinds

of data to be collected: Quantitative and qualitative data. As it may be of importance to collect and analyze data using more than one technique (Wallace. 1998). Quantitative data was in the form of numbers of scores taken from test. These are main data to determine the criteria of success. Meanwhile, qualitative data was descriptive data about the teaching-learning process of speaking score. Analysis of qualitative data (observation) was display and concluding or verification. During the process of teaching and learning, the data were collected through observation checklists, tests, and questionnaire. All the data of observation checklists, tests, and questionnaire were analyzed to find out whether the use of English comics as a teaching medium can help to improve students' speaking skills

FINDINGS AND DISCUSSION

Cycles one

I gave the lesson material by displaying English comic with the title "Super ABC". Researcher asked students' opinion related to that comic and explained about the definition, kinds, and the generic structure of narrative texts. Students read the English comic together with me and I then displayed the comic in the projector and asked students to write the story with their chair mate.

In the core activity, I asked the students preparation to retell the story with their own group and the teacher called one by one group to retelling the story based on English comics that was given and at each end of students' group performance the teacher commented to the group and gave input to the group has not appear. Before, the class ended, the teacher gave questionnaire to students to get students response on using media. The questionnaire consists of ten items and was given on April 16th 2013 at the end of cycle 1.

The finding showed that students looked interested in using English comic as a medium in learning, they looked enjoying the lesson. They could give simple respond of the question about the story in the comic. The finding on the student's participation and level of student's activity were based on data obtained from the observation checklist during the use of English comics. In terms of student's participation, 83.33% of them were active in learning, meaning that the students were very enthusiastic with the new method used.

Cycle two

I divided the students into 9 groups then displayed three English comics of recount story with the same title about "Thailand Floods" through LCD projector. I asked each group to read the comic, then asked student about the story and difficult vocabulary and gave more explanations about the words and the details of story. Students' groups were asked to write the story according to their opinion and each group performance to retelling the story. The next groups had to give one question to the performer.

After analyzing and observing the development of the students at each meeting and based on the score speaking students could be seen that there was an improvement. At the second cycle the students began to show a further increase of its activity in cycle one. In the first cycle, still many students were confused to use English fluently retelling story, so in this second cycle, almost of students could retell the story fluently. Just some students still had difficulties to come in front of the class and they were confused

to arrange the sentences when they retold the story. Based on the above analysis, although the purpose of teaching and learning process had been achieved; therefore I still wanted to do the next cycle.

Cycle three

I explained about spoof texts by using English comics then asked some students to retelling that comic in front of the class as their exercise. Students were divided into 8 groups, 4 students for each group. The teachers asked students to make an English comic with their group about narrative, recount, or spoof. Students had individual performance in front of the class to retell the comic that they made with the group at next meeting. I gave a reward for the best score and the best comic. At the end of the class, I asked the students about their personal experience, and most of the students could speak well without preparation by using simple words. The students were braver and more confident to speak up. They competed to be volunteers when I asked them to speak up or answer the questions. The results implied that the students got more significant progress in teaching speaking using English comics. They were braver, easier to understand, easier to memorize, easier to retelling fluently in front of the class, full of concentration and confident.

CONCLUSIONS

The purpose of the research was to find out whether the use of English comic as teaching medium can help to improve student's speaking skill at one Islamic junior high school. This research was recorded some data about the use of English comics as medium to improve the students' speaking skill. The research was carried out from April to May 2013. There were three cycles in this action research. The reason for choosing English comics are because English comic employ a form of visual language that is almost universally understood, use simple word and sentences, colorful picture, their ability to motivate students, and the most important is all of the students like comic. The use English comics as media could motivate and interest the students and materials of comics helped to improve students' speaking skill at one of Islamic junior high school in Jambi city.

The findings showed that the student's speaking can be improved by using English comics because it makes easy to understand, to retell a story with simple words, more enthusiastic in teaching learning English. I concluded that the use of English comic in learning speaking as a medium in teaching speaking had a positive impact on the students and teaching learning process.

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Teaching writing skill in an EFL Classroom: Writing descriptive texts and the MILCARQ technique at one public senior high school in Jambi

Yolanda Vetika Wina, and Vovi Kurnia Susanti
yolandavetikawyna@gmail.com

Jambi University

The purpose of this classroom action research was to investigate the use of the MILCARQ technique in teaching EFL writing descriptive texts for senior high school students at one public senior high school in Merangin, Jambi. The participants of this study were 34 students of one classroom. Observation and tests were used to collect the data. The findings of this study indicated that in the first cycle, 38, 23% of participants obtained scores of between 70-100 and after the second cycle, 82, 25% of participants obtained scores of between 70-100. The results of the observation also indicated that students were more enthusiastic and curious in learning to write a descriptive text. The findings of this study provide information that EFL teachers in Indonesia should have more techniques in teaching language skills, particularly writing as the most difficult skill.

Key world: *EFL writing ability, MILCARQ technique, descriptive text*

INTRODUCTION

Language is the important part in human's life since it is used both to communicate and to interact with other people. They also use it not only in spoken but also in written form, particularly in writing something or a certain text. In the statements of William (2003), Part of this interaction is related to learning is writing since it can be used in a general way to enhance knowledge. In learning English, there are four skills that must be mastered by students, there are: listening, speaking, reading, and writing. Each skill is connected each other that's why students must be able to integrate the skill to another skill. One of main skills that must be early mastered is writing because writing skill helps the students gain something new accurately therefore, students should master writing to be successful in their study.

Writing is not easy for students. Teacher should create an interesting classroom by designing or applying several appropriate learning methods. Teacher must have a good type of material to teach writing in order to create creative and critical students.
Syllabus is as the elaboration of standard competence and basic competence which is used as guidelines in learning certain skills or subjects. In the syllabus particularly in writing, first, it states that the students are expected to have a good grammar, enough vocabulary, correct punctuation and correct spelling. Next, they are expected to write main idea, to elaborate the main idea and to revise and to edit the text. The last, they are expected to be able to produce or to be able to write functional text. On the other hand, the students especially in Indonesia have not mastered competent indicator in syllabus yet. There are some problems occurring in writing skill. especially in writing certain texts in English . The students do not have good grammar, enough vocabulary, correct punctuation usage and correct spelling so those making the students are not able to reach the purpose of the syllabus stated in standard competence and basic competence.

As a good teacher should be able to know where the problem is and find ways to solve the problems. Besides that, there still have some problems else that the students faced in learning English for instance, the process of teaching and learning activities are less lively, less varied in the activities.

The techniques that teacher use make the low motivated the students being interested in three phrase techniques, especially when they learn descriptive text. Encourage the lazy students to study it because they are not active and creative to answer the teacher questions so that it makes the process of teaching and learning not conducive.

There are many techniques in teaching English that can be applied in teaching and learning process in the classroom. The teacher can select one which is compatible with the condition of the students' need and the situation of the classroom must be enjoyable and comfortable in the classroom while studying. Each student's ability to absorb the materials is not the same as other students that's why the teacher must creative to handle the classroom. In addition, teacher needs techniques to solve problems in the learning process in order to follow the students' enthusiasm in learning process especially in this case how to write a good text.

The involvement and the importance of predicting information in writing descriptive text have been conducted by researchers (Halim, 2011; Hena, 2009).

In general, the goal of this study was to investigate the ability of one public senior school students in Merangin, Jambi in order to know their improvement in writing descriptive text by applying the MILCARQ technique.

THEORETICAL FRAMEWORK

Civer (2005) stated that Teachers could use writing to improve content learning so the students would be able to develop their abilities to the experiences they had had before. It means that writing skill is expected to be chosen by teachers to improve students' skills in English. Many students find that they have very limited time to prepare for their course since writing is only one of several skills they need to master. In the words of Bailey (2009), writing is a flexible course that allows students to work either with a teacher or by themselves since practicing those areas is the most important for their study.

Writing must match with the purpose, function or context that best expresses the writer's intent because the students have to firstly recognize with the natural environment and their mind before they go through the writing. It is a means of communication, so it is essential that students are interested in what they are writing.
Descriptive text is often used to describe particular things or person in detail. A good descriptive text must provide the reader with an accurate mental picture of the topic of the paragraph whether it is a person, a place or an object. In the statements of Zobel (2011), a descriptive paragraph contained sentences that were anchored each other to present a single, clear picture of a person, a place, a thing, an event, or an idea. On the other hand, descriptive texts provided a comprehensive background to any essential elements of one's subject writing.

Furthermore, Purslow (2008) stated that Descriptive text was a group of sentences that described a noun. A noun was a person, place, or a thing. A Descriptive text might be a short story, or might be part of a longer piece of writing, such as a long story.

MILCARQ technique is the seventh components of the current strategy in contextual teaching learning. This strategy connects the lessons with real world contexts faced by students in their daily lives such as family, community, environment, and others. so that the students are able to connect the knowledge he/ she has with the life he or she faces. The technique is a learning system that makes the student being able to capture the lessons if they are able to grasp the meaning of the learning materials they receive, or they capture the meaning in school work if they can relate the new information to the knowledge and experience they have had before. In the words of Johnson (2009), component of MILCARQ technique is an educational process that aims to help students see the meaning in the learning materials they have learned by plugging in the context of their daily lives such as the context of the personal, social and cultural. This is what will motivate students to connect the subjects that they receive with the knowledge they have already had.

METHOD

In this research, the researcher used class action research (CAR) since the research was conducted about the problems faced by student in the classroom. Class action research is a cyclical activity a minimum of two cycles. Class action research is conducted in order to increase the quality of classroom teaching practice. According to Carr and Kemmis (2010), each cycle consisted of planning, action, observation and reflection. The working procedure outline could be explained by the general description of the action research. Meanwhile, Gay (1997) Stated that in action research, the teacher identifying the research topic had to be related to his practice. The teacher both collected information, investigated the topic, interpreted and judged the research result in terms of its meaning for his or her practice. In addition, the teacher is the center of action research.

In this study, I did some steps; first, I observed the class continuously to see how MILCARQ was applied in the class in order to see whether MILCARQ had an influence on writing descriptive text. This strategy was applied in two cycles which had four stages namely: planning, acting, observation and reflection. In each cycle consisted of two meetings, and two posts test in each cycle in this research. Before I practiced MILCARQ technique in classroom activities, I applied pre-test to the students in order to have data and to know how far the students' ability especially in writing skill.

FINDINGS

By applying MILCARQ technique, I found some findings as below:

Table 1: The result of students score in pre-test

Number of Students Tenth grade class G	Score 70 – 100 (based on KKM)	Percentages (100%)	Score 69 – 0 (based on KKM)	Percentages (100%)
34 Students	7 Students	23,80%	27 Students	76,20%
Average		5,50		

Based on the table, it indicated that the result of students' score in pre-test before teaching descriptive text by using MILCARQ technique showed 7 students (23, 80%) got score 70-100. It meant that they reached *KKM*. Meanwhile, 27 students (76, 20%) got score 69-0 . it meant that they didn't reach *KKM*

Table 02: Distribution frequency score of students in pre-test

No	Score	F	Percentage (100%)
1.	75	1	2,94%
2.	70	6	17,64%
3.	65	1	2,94%
4.	60	7	20,58%
5.	55	8	23,52%
6.	50	5	14,70%
7.	45	1	2.94%
8.	40	2	5,88%
9.	30	1	2,94%
10.	20	2	5,88%
		F=34	P=100%

Based on the table, it indicated that the result of pre test before applying descriptive text by using MILCARQ technique on the first meeting, the students' score cannot reach ***KKM***. It showed that 12 (5, 88%) students got score 20; 2 (5,88%) students got score 30; 1 (2,94%) students got score 40; 2 (5,88%) students got score 45; 5 (14,70%) students got score 50; 8 (23,52%) students got score 55; 7 (20,58%) students got score 60; 1 (2,94%) students got score 65; 6 (17, 64%) students got score 70; 1 (2, 94%) student got score 75. It meant that only a few students could pass ***KKM***

Table 3:The result of students' score in post-test one

Number of Students Tenth grade class	Score 70 – 100 (based on KKM)	Percentages (100%)	Score 69 – 0 (based on KKM)	Percentages (100%)
34 Students	13 Students	38,23%	21 Students	61,78%
Average		6,75		

Based on the table, it indicated that the result of students score in post-test one showed that the students still getting bad scores. Those score still didn't reach the ***KKM***. It showed 13 students (38, 23%) getting score ranging from 70-100 passed ***KKM***. 21 students (61, 78%) getting score ranging from 69-0 . The students' scores didn't reach ***KKM***

Table 4:Distribution frequency score of students in post test one

No	Score	F	Percentage (100%)
1.	75	5	16,12%
2.	70	7	22,58%
3.	65	2	6,45%

4.	60	5	16,12%
5.	55	2	6,45%
6.	50	1	3,22%
7.	45	1	3,22%
8.	40	2	6,45%
9.	30	1	3,22%
10.	25	1	3,22%
11.	20	1	3,22%
12.	13	2	6,45%
13.	5	1	3,22%
		F=32	P=100%

Table 5: Observation of student activities first cycle

Aspect Students Activities with MILCARQ Technique								
Percentage (100) of Students doing Application								
Aspect 1	Aspect 2	Aspect 3	Aspect 4					Aspect 5
			A	B	C	D	E	
54%	54%	22%	48 %	37 %	100 %	40 %	48 %	57%

It showed that first, there were 54% students responding the teacher's explanation. Second, there were 54% students focusing on the teacher's explanation material. Third, there were 22% students asking to the teacher about the material. Fourth, the students did the exercises about writing descriptive text by using MILCARQ technique and they could apply component of MILCARQ (modeling, inquiry, learning community, constructivism, authentic assessment, reflection, question) technique in the learning process.

The students constructed their understanding about descriptive text after getting an example. there were 48% students being able to applying the technique in process of writing descriptive text. There were 37% students being able to inquire the new example about descriptive text. There were 100% students being able to do the exercise into group. There were 40% students repeating about descriptive text with their own knowledge from teacher's explanation. There were 48% students exchanging their experiences and finding information from other partner or another group about the problem in exercise about descriptive text. Finally, there were 57% students' being enthusiastic in learning about descriptive text. The result of observation showed that some of students have positive attitude during the process of teaching and learning how to write descriptive text by using MILCARQ technique.

Table 6:Observation of teacher activities first cycle

Aspect of the Research Activities						
The researcher doing Application						
Aspect	Aspect	Aspect 3	Aspect	Aspect	Aspect	Aspect

1	2	A	B	C	D	E	4	5	6	7
-		✓	✓	✓	✓	✓	-	✓	✓	✓

Table 7: The students score in post test two

Number of Students Tenth grade class G	Score 70 – 100 (based on KKM)	Percentages (100%)	Score 69 – 0 (based on KKM)	Percentages (100%)
34 Students	28 Students	82,35%%	6 Students	17,64%%
Average		7,30		

Based on the table, it indicated that the result of students' score in post-test two, in writing Descriptive text by using MILCARQ technique had an increase. The students got by passing ***KKM.*** 29 students (82, 35%) got score 70-100 flying over the ***KKM***. Only 6 students (17, 64%) getting score 69-0 did not reach the ***KKM***

Table 8: Distribution frequency score of students in second cycle

No	**Score**	**F**	**Percentage (100)**
1.	85	1	2,94%
2.	80	6	17,64%
3.	75	6	17,64%
4.	70	15	44,11%
5.	65	1	2,94%
6.	60	1	2,94%
7.	55	1	2,94%
8.	50	2	5,88%
9.	12	1	2,94%
		F=34	P=100

Based on the table above, it indicated that there was an increase in the second meeting. 28 students got very good score in writing descriptive text by applying MILCARQ technique. 1 (3, 94%) students got score 85; 6 (17, 64%) students got score 80; 6 (17,645) students got score 75, and 15 (44,11%) students got score 70, but 6 students still got low score and did not pass the ***KKM*** in the post test two: 1 (3,94%) students got score 65; 1 (2,94%) students got score 60; 2 (5,88%) got score 55; 1 (2,94%) students got score 50, and 1 (2, 94%) students got score 12.

Table 9: Observation of student activities second cycle

Aspect Students Activities with MILCARQ Technique								
Percentage (100) of Students doing Application								
Aspect 1	Aspect 2	Aspect 3	Aspect 4					Aspect 5
			A	B	C	D	E	
68%	88%	57%	85%	85 %	100 %	82 %	68 %	68%

From the table above, it showed that first, there were 68 students responding the teacher's explanation. Second, there were 88% students focusing on the teacher's explanation material. Third, there were 57% students asking to the teacher about the material. Fourth, the students did exercises about writing descriptive text by using MILCARQ technique and could apply component of MILCARQ (modeling, inquiry, learning community, constructivism, authentic assessment, reflection, question) technique in the learning process.

The students constructed their understanding about descriptive text after get an example there were 85 students being able to apply the technique in process of writing descriptive text. There were 85 students being able to inquirie the new example about descriptive text. There were 100 students doing the exercises into group. There were 82 students repeating again about descriptive text with their own knowledge from teacher's explanation. There were 68 students exchanging experience and finding information from other partner or another group about the problems in the exercise about descriptive text. Finally, there were 68% students enthusiastic in learning about descriptive text. The result of observation showed that some of students had positive attitude during the process of teaching and learning how to write descriptive text by using MILCARQ technique.

Table 10: Observation of teacher activities in post-test second cycle

Aspect of the research Activities										
The researcher doing Application										
Aspect 1	Aspect 2	Aspect 3					Aspect 4	Aspect 5	Aspect 6	Aspect 7
		A	B	C	D	E				
-		✓	✓	✓	✓	✓	-	✓	✓	✓

DISCUSSION

After conducting the research which consisted of two cycle in four meetings, the researcher found some finding based on observation and reflection toward the two cycles. By using MILCARQ technique, the students could improve their writing ability in descriptive text. It showed that the researcher used this method. The average result was 5, 50. It increased into 6, 75 in the post test one. in the second cycle in second post test was 7, 30, it showed that the result improved from pre test compared with post test. Even though the students did not reach 100%, the increase had shown more than the ***KKM*** which had to be reached by the students .

Table 09. General result of the research

No	Test	Average	Completeness of students improvement
1.	Pre-test	5,50	23,80%
2.	1st Post test	6,75	38,23%
3.	2nd Post test	7,30	82,35%

The implementation of teaching how to write descriptive text by using MILCARQ technique was conducted by using class action research could be assumed to be a successful technique in teaching writing particularly, in descriptive text.

CONCLUSION

The aim of this study was to research was to investigate the use of the MILCARQ technique in teaching EFL writing descriptive texts for senior high school students at one public senior high school in Merangin, Jambi. Based on the result of pre-test showed that the percentage of students reaching the KKM were 28, 30%, in first post test cycle one there was an increase about 38, 23% meanwhile, in the second post test cycle two 82, 25 % students who could reach the KKM. By applying the technique, students had been more enthusiastic, more curious to finish their tests and they did not make noisy during the teaching and learning process since the MILCARQ technique was new, enjoyable and easy to use MILCARQ technique how to write descriptive text. It could be acknowledged that this technique was successful in teaching the students how to write descriptive text. The findings shed light on the EFL teachers the use of MILCARQ in teaching certain texts in Indonesia because writing is not as the most difficult part in learning English since MILCARQ is a new technique in teaching writing in certain text so it can be used as a reference for the same field to conduct deeper study about MILCARQ.

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Teacher certification policy in Indonesia: Evidence from certified English teachers at one public high school

Eddy Haryanto, Maria Fitri Hani, Ani Pajrini

and Meitia Ekatina
Jambi University

The purpose of this mixed methods study was to examine students' perception towards their certified English teachers in Jambi, Indonesia. The data of this study were collected through questionnaire and focus group discussion. The data collected were students' perception on the certified English teachers' personal, pedagogical, social, and professional competences. 95 participants consisting of 78 female and 17 male students involved in this study. The questionnaire data were analyzed statistically and the focus group discussion data were analyzed qualitatively to support the primary data. The findings of the study indicated that students gave their positive responses through questionnaire to four teachers' competencies while the results of focus group discussion exhibited negative responses to personality of the teachers, and professional competences. This study provides information for policymakers and teachers to evaluate the certification policy in Indonesia. Policy recommendations and implications of findings and future research are also discussed.

Keywords: Certified English teachers, teachers' competences, Indonesian teachers

INTRODUCTION

Quality of education is influenced by some factors. One of them is the quality of teachers. Therefore, most of nations in the entire world always try to expand the educational policy to enhance the quality of teachers. Indonesia is one of the nations that expands such a policy to improve the quality of Indonesian teachers through certification program as an effort done by government that has begun since 2007 as mandated by the 2005 Teacher and Lecturer Law (De Ree, Al-Samarrai, Iskandar, & World Bank, 2012). The 2005 Teacher and Lecturer Law aims to improve the quality of Indonesian teachers by giving certification for teachers who demonstrate minimum levels of teaching competency, as well as giving them allowance equivalent to their basic pay. Based on the fact issued by the Ministry of National Education (MONE) in 2008, more than 54% of the total 2,603,650 teachers in Indonesia are under-qualified (Sampoerna Foundation, 2009).

The result of an evaluation on certification program done by Indonesian Government and World Bank as in (De Ree, Al-Samarrai, Iskandar, & World Bank, 2012) shows that there is still no evidence of certification program leading to the improvement of students' learning. First, the portfolio assessment that is considered as ineffective since the documents collected can be manipulated by teachers. For instance, a teacher may hold three certificates of seminar at the same time (Triyatno, 2012). As the certification program in Indonesia is a one-time process, teachers do not have to do re-certification or perform adequate teaching ability to maintain the status (World Bank, 2011). So, some teachers even do not try any effort to improve their teaching after they are certified.

Another problem encountered in the program is the digression of the obligation of having 24 hours meetings in a week. It causes the ineffectiveness of teaching activity, since part of the allocated time is taken by teachers to move from a school to another

one. These problems, certainly, affect the learning process undergone by Indonesian students which then increase their own perceptions toward the certified teachers. However, research on students' perceptions on their certified teachers seems to be rare. This study was an attempt to fill a gap in the literature and information on Indonesian certified teachers. Particularly, the purpose of this study was to examine a state senior high school students' perception towards their certified English teachers in Jambi, Indonesia. One main and general question guided this study in an attempt to examine a state senior high school students' perception towards their certified English teachers, "What are the state senior high school students' perception towards their certified English teachers in in terms of personal, pedagogical, and professional competences?"

METHOD

Design, research and site participants

This study was a mixed methods design with a survey and focus group discussions and conducted at one state senior high school in Batanghari District of Jambi Province, Indonesia. At the beginning, we planned to recruit all students at the school, but due to some bureaucratic challenges, we were finally able to recruit 95 participants from the eleventh grade who attended science program. Among the participants, 78 students were female, and 17 students were male. The age ranged from 15 up to 17 years old. In order to protect the rights of human participants, the names of participants, places, and research site were masked through the use of pseudonyms. Participants' decision to take part in this study was entirely voluntary as they were provided with an informed consent form.

Data Collection and Analysis

Data were collected through a questionnaire and the focus group discussion (FGD). The questionnaire was used to obtain the students' demographic profile and perceptions toward the certified English teachers' competences. The questionnaires were personally distributed to the participants with the help of the teachers at school. A FGD was conducted in the same month, March 2014, after the school hours with 10 participants who were willing to participate in the FGD. The FGD lasted between 45-60 minutes. The characteristics of the FGD's participants were as follows: their time was available to attend the FGD session; they were cooperative enough to be the participants. All of the participants did not receive any compensation for their participation in this study. The motive to carry out the FGD in this study was to validate and verify the data gathered from the questionnaires. Also, to clarify some issues that raised in the questionnaire (Haryanto & Mukminin, 2012)

The data were analysed statistically by using the SPSS software program to obtain the frequency, percentage, and reliability index of the questionnaire. The reliability index (Cronbach α) was 0.748. A Likert scale was used in measuring the level of students' perceptions in which the students' response were divided into 5 categories namely 1 means "Strongly Agree", 2 means "Agree", 3 means "Undecided", 4 means "Disagree", 5 means "Strongly Disagree". There were 31 items for the questionnaire which were divided into 4 categories of teachers' competences such as question 1-9 represented personal competence, 10 to 24 for pedagogical competence, 25 to 28 for professional competence, and 29 to 31 for social competence. Then, the focus group discussion employed some relevant questions which were

needed to have an in-depth investigation towards students' perception.

RESULTS AND DISCUSSION

Students' Demographic Profile

The demographic characteristics of the participants included the age, gender, father's occupation and mother's occupation of the students as presented in Table 1. 82% of the participants were female. By age, 76% of the students were 16 years old. Most of students' father work as private employee (26%), while, for mother's occupation, the highest percentage belonged to Housewife (59%).

Table 1: Students' demographic profiles

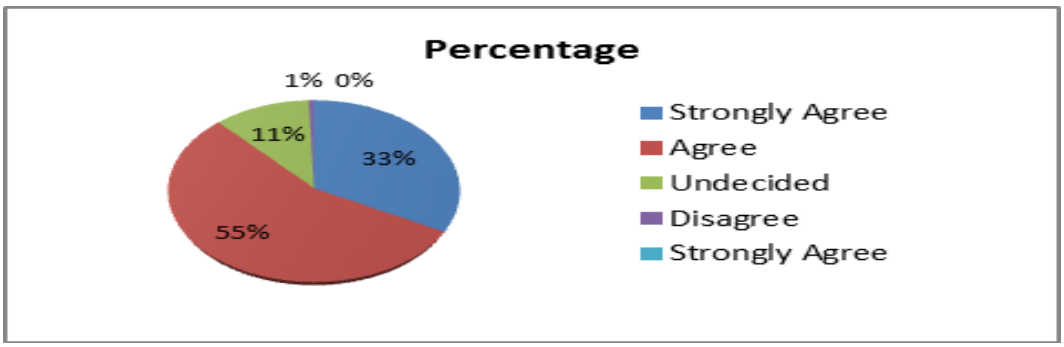
Characteristics	Frequency (n=95)	Percent
Gender		
Female	17	17.9
Male	78	82.1
Age		
15	3	3.2
16	72	75.8
17	20	21.1
Father's Occupation		
Civil Servant	21	22.1
Teacher	11	11.6
Private Employee	25	26.3
State owned Employee	7	7.4
Farmer	14	14.7
Trader	3	3.2
Police Officer and National Military	9	9.5
Other	5	5.3
Mother's Occupation		
Civil Servant	9	9.5
Teacher	16	16.8
Private Employee	4	4.2
State Owned Employee	3	3.2
Farmer	1	1.1
Trader	1	1.1
Housewife	56	58.9
Other	5	5.3

Personal competence

Jaedun (2009) states that personal competence of teachers refers to the characteristics of teachers' personality which is steady and stable, mature, wise, respected, and also can be the model for students. Having good personality is an important thing for teachers, since the existence of teachers as the agent of learning often becoming the role model for students as well. A relevant study done by Aprilliyanti (2013) shows that there is positive correlation between civics teacher's personal competence and students' democratic attitude. This condition certainly affects the learning process positively in which the interaction will also help the teacher encounters students' problem in learning as well as finding the way to solve it as long as the students feel free to convey their opinion, especially during the class.

The personal competence of teachers is possibly different, therefore, the following figure describes the finding of students' perception of a state senior high school in Batanghari District towards the teachers' personal competence that mentioned from question 1 to 9 in the questionnaire.

Figure 1: Distribution of response percentage on personal competence



The figure above shows that the percentage of Agree (55%) is the highest part which is then followed by Strongly Agree (33%). Then, the third rank is "undecided", and 1% for disagree category. The higher percentage of both agrees and strongly agrees indicates the positive responses given by the students regarding to the personal competence of the teachers. This result is in line with the findings from focus group discussion in several points, while some other points are stated differently through the FGD. On one side, most of students who involved in FGD stated that their certified English teachers were wise, fair, and willing to facilitate the students in learning which portray good personality of a teacher. For example,

> *"Our teacher is neutral, fair, she is not choosy during teaching and learning activity, she is also wise"* Dee (2014).

Based on the statements above, it can be inferred that teachers' judgements affects the students in some ways. The attitude of "fair, neutral and not choosy" can evoke learning atmosphere that is more interesting, and enjoyable for students, because the students felt that the teachers gave the same attention and care for all of them, the same respect for all of them which is hoped will impact positively on the academic achievement. Another statement was also told by Mel as follows:

> *"When we do not understand yet about the topic, our teacher will re-explain the material as we asked the teacher"* Mel (2014).

Based on Mel's statement, it indicates that the teacher used to give immediate feedback to the students. A related study found that immediate feedback done by teachers could improve students' performance (Stuart, 2004). Through feedback, teachers can correct any misunderstanding during learning process, even more if it is done immediately right after students questions the teachers. On the other side, the students gave the negative responses towards two out of three teachers in terms of disciplinary. For example,

> *"The teachers sometimes come late to the class, and does not attend the class several times"* Yulee (2014).

According to Luiselli, Putnam, Handler and Feinberg (2005), undisciplined attitude done by office referrals which refer to teachers and school administrators, directly cause discipline problem on students. For instance, students may also come late to the class as their teachers ever done several times. Moreover, the lateness of teachers in coming to the class can cause any unwanted disturbance that is happened among the students as well.

From the result of FGD, it was found that two of the teachers are undisciplined denoted that one of the specifications for being teachers with good personal competence is not yet fulfilled. Since this certification program is intended to improve the teachers' quality from all aspects and qualifications, so, it is a must for the certified teachers to take the responsibility in maintaining their qualification and the title as certified teachers. Therefore, maintaining the behaviour comes to an actualization of being professional educators. Also, the school can carry out any policies which intend to improve the teachers' quality continuously, especially for the certified teachers.

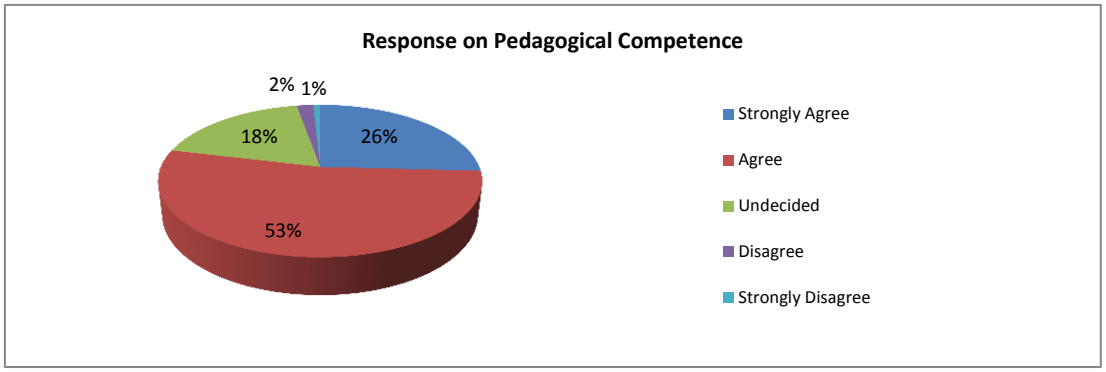
Pedagogical competence

As stated in Government Regulation no. 19/2005 article 28 (Mubarok, 2013), pedagogical competence refers to the capability of managing the learning process of pupils that covers the understanding on the pupils, designing and implementing the learning process and evaluating the result, also, developing the pupils' potency. This pedagogical competence is also crucial part in teaching-learning process, because it affects the technique, methods, and approach used by the teachers in sharing the knowledge to the students. Teachers should master not only teaching methods, but also learning methods to build good classroom management, as well as transferring and receiving process between teachers and students.

A study on teachers' pedagogical competence shows that this competence affects the performance of teachers as well as affects the achievements of students in learning (Rahman, 2013). Teachers with a medium level of criteria of pedagogical competence will find a bit difficulty in optimalizing the learning process, as well as monitoring the students' improvement.

Therefore, the result of the study as stated above, increasingly, emphasizes the importance of fulfilling the qualification in terms of pedagogical competence by teachers to be the professional educators. Then, the following figure describes the findings of this study related to the students' responses towards the pedagogical competence of their certified English teachers. The pedagogical competence indicators are mentioned from question 10 to 24.

Figure 2: Percentage of students' response on pedagogical competence



The figure above shows that most of students responded positively to the pedagogical competence of the teachers. 53% of the answers were "Agree" followed by "Strongly Agree" with 26%. This percentage illustrates the positive responses of the students towards the teachers. The remaining percentage shows that 18% of the students chose "Undecided", 2% is "Disagree", and 1% is "Strongly Disagree".

The result from the questionnaire indicated that, from the students' point of view, the teachers were capable in terms of pedagogical competence. This result, then, is verified through focus group discussion. This FGD yielded information as stated below :

> *"Our English teachers give us a chance to convey our opinion or ask questions about the lesson"* Reefe (2014).

Giving freedom for students to express opinion during the class can evoke positive effect on the students' performance. Lansdown (2011) stated that children who experienced of being heard in family, school and other settings could develop self-esteem, cognitive abilities, social skills, and respect for others better. Because, through participation, children acquire and develop the skills, therefore, this kind of participation should be built during the learning activity as well. So, it helps the students learned better through the participation during the class. Another statement came from Ory related to pedagogical competence of the teachers.

> *"The learning activity is varied"* Ory (2014).

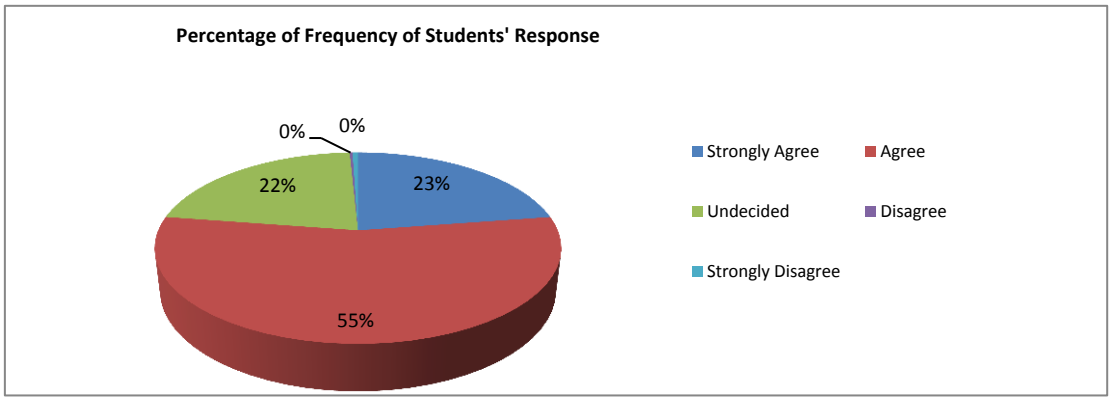
The statements above, actually, are an indication of teachers' creativity on teaching. Vasudevan (2013) said that teachers' creativity was important on learning process, because, teachers' creativity also had direct impacts on students such as in increasing students' interest, as well as in encouraging students on learning. From Ory's statement, it can be inferred that the teachers are creative already in teaching by varying the activity, so, the students' enthusiasm on learning can be built through the variation of the activity.

Professional competence

In the Law no. 20/2003 article 39 about National Eduacation System, teachers who belong to educators are defined as professional workers whose duty is to design and implement the learning process, evaluate the result, undertake guiding and training, as well as conduct research and society service. Based on the Law, professional teachers should have the academic qualifications on certain field of knowledge, the ability to perform the duty as teachers, as well as mastering the learning method and the use of

media on learning. The following figure contains the distribution of frequency of students' response on the professional competence of the teachers.

Figure 3: Percentage of students' response on professional competence



The figure indicated that most of students responded positively towards the professional competence of their certified English teachers. 55% of students chose "Agree" to respond the questions on the questionnaire regarding to the professional competence of the teachers. 23% of students chose "Strongly Agree", 22% chose "Undecided", and none students responded negatively.

This finding, then, was verified through focus group discussion. The FGD yielded information about the use of technology by teachers during teaching-learning activity as the following:

> *"One of Our certified English teachers also updates the materials for learning, so the learning processes are varied, updated and fun. Using the technology to provide interesting learning aids as well",* Dee (2014).

Related to the statement above, about the use of technology on learning, a study done by Kulik (1994 as cited in Youssef & Dahmani, 2008) showed that the use of ICT by students on learning, especially the involvement of ICT-based instruction, made students earn higher score than those who did not use computer. However, it was also found that one of the certified teachers rarely used media on teaching-learning process.

> *"The teacher seldom uses any media during learning activities, so, it feels monotonous sometimes, so we hardly understand the lesson for certain topics"* Nee (2014).

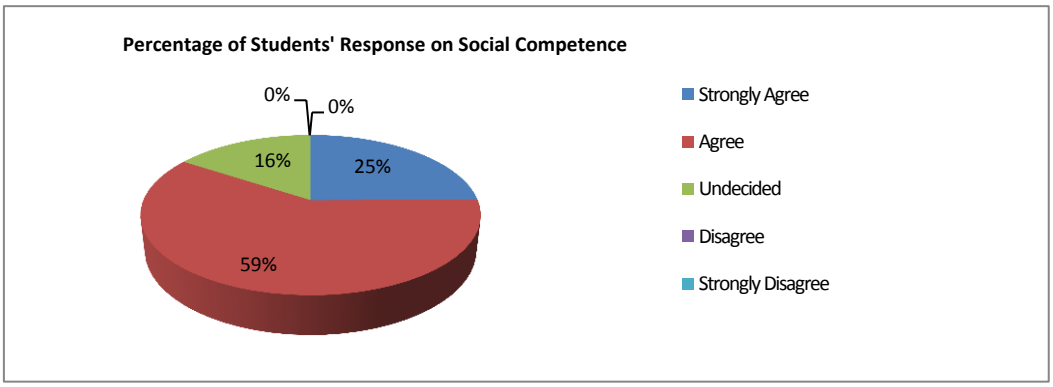
In contrast with the previous condition conveyed by participant like Dee, Nee stated that this teacher rarely used the media during learning activity. Actually, the use of the media can attract the students attention as well as helping the students in some way to understand the lesson better.

So, it is needed for the teacher to improve the ability in using the technology as media of learning, since the requirements of being professional teachers are not only mastered the particular knowledge, but also capable for applying technology for developing the media of learning. The school can also provide particular training for the teacher in improving such ability.

Social competence

Social competence is believed as an important part of being qualified teachers as well. This competence is no longer regarded as "nice to have" competence, therefore, it is hoped that teachers own the social competence that covers the ability to collaborate; communicate; create; and understand cultural, religious, class, and sexual diversity in the community. Good social competence owned by teachers is, actually, beneficial to help teachers managing the classroom, building the enthusiasm and enjoyment condition on learning, and managing the students' behaviour at once. According to Jenning and Greenberg (2009), students' perception on teachers support has direct impacts on students' interest and motivation in learning. This study also investigated students' perception on the teachers' social competence, since this competence is essential to be the qualified teachers. Then, the following figur will show the students' responses to social competence of the teachers.

Figure 4. Percentage of students' response on social competence



The figure indicates that the teachers are qualified enough in terms of social competence. This result is also in line with the results from FGD. The students stated that the teachers were friendly, and able to communicate effectively with the students and other people. For example,

> *"We are unafraid of asking question and giving out opinion during the class, as well as asking the teachers to re-explain the materials that we have not understand yet,"* Yulee (2014)
>
> *"And the teachers will re-explain it for us",* Mel (2014).

These statements describe that the teachers are able to create enjoyable classroom condition during learning activity which can evoke students' willingness and motivation on learning as well. This condition is supported by good relationship and communication between teachers and students. Besides, the students' answer also describe the social relationship between students and the teachers outside the class.

> *"The teachers are friendly, so, we like greeting the teachers",* Ann (2014).
>
> *"The teachers even respond us when we want to chat with them in social media",* Dee (2014).

These statements also indicate good social relationship between the teachers and students. For instance, as stated by Rere, the students often talked to the teachers even outside the class. This situation can be used as an opportunity to maximize learning process of students. The students may have chances to asks questions or learn more outside the class. In other words, students may get additional learning outside the class,

since the teachers are welcome and able to communicate effectively with the students. When the students have already positive value and trust their teachers, the students are able to perform consistent discipline, decrease the misbehaviour. Furthermore, when the students enjoy learning because they have good social relationship with the teachers, as well as maintain their emotional condition, the students will be motivated on learning more (Hanrahan, 1998). Additionally, Read and Lampron (2012) pointed out that good relationship between teachers and students, as well as students' family affects learning and also school climate in which students who get interpersonal support tend to have greater academic success. Therefore, better social relationship is needed between teachers and students intended to help the students perform better.

CONCLUSION

The purpose of this study was to examine a state senior high school students' perception towards their certified English teachers in Jambi, Indonesia. The results of questionnaire analysis showed that most of students responded positively towards the competences of the teachers. For the four competences, more than half of the students gave their positive responses towards the teachers through questionnaire. This finding, then, was verified through the focus group discussion that yielded some negative responses from students on the personal and professional competences of the teachers. The negative responses were given on the teachers' diciplinary in terms of personal competence. On professional competence, one of the three certified English teachers earned negative responses in terms of the use of media in learning process.

In conclusion, altough there were still some weaknesses owned by the teachers in performing the duty as certifeid teachers, the overall results indicateed that the certified English teachers of a state senior high school in Batanghari District can be announced as adequate to be certified as professional educator in accordance with the objectives of certification program itself. It is hoped that the results of this study can be used as an evaluation for teachers in maintaining the qualification as certified english teachers. Also, it is hoped that the future relevant research will be able to investigate the differences of students' improvement on learning who are taught by certified and uncertified teachers. So, the result will explain the information in more details related to the certification program and the impacts on the educational process in Indonesia.

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In Search of Good Student Teachers in Writing Skill: The Impact of Different Task Variance on EFL Writing Proficiency

Makmur, Yanti Ismiyati, and Verawaty

The purpose of this experimental study was to investigate the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency at one public university's English

Education Program in Jambi, Indonesia. Two groups of the first year students were selected as participants. Each consisted of 30 students. Group I was required to perform the writing task and provided with a topic sentence and group II was required to perform the writing task and provided with signal words. The results of the test were rated or scored by using the analytical and holistic rating systems. The data were analyzed statistically by using Independent Sample T – Test and Correlation. The findings of the study showed that on average, Group I had a higher level of effect on student's writing proficiency (M = 72.57, SE = 1.81) than Group II on student's writing proficiency (M = 56.50, SE = 2.16). This difference is significant (t (58) = 5.70; p < 0.05). Our findings suggest the interactions among the components of complexity have a strong correlation. The positive relationships among the components of coherence are also statistically proved. We concluded that providing topic sentences helps students much better to develop paragraph writing than providing signal words.

Keywords : *Student teachers; different task variance; EFL writing proficiency*

INTRODUCTION

The field of foreign language writing has come of age. The formal studies of EFL writers, writing, and writing instruction are relatively limited but fruitful, especially on the subject of the impact of using task-based approach in language teaching and learning on written language production (e.g., Lynch & Maclean, 2000; Lee, 2002; Adam, 2003; Castro, 2004; Snellings, Van Gelderen, & Glopper, 2004; Ellis & Yuan, 2004). For example, Snellings, Van Gelderen & Glopper (2004) compared the influence of two different variables such as productive translation task, and lexical decision task on fluency of lexical retrieval in writing. These conditions caused different influences on learners' writing work. The productive translation task had positive effects on fluency of lexical retrieval writing, but the lexical decision task did not have positive effects on the speed of the learners' writing work. Additionally, an experimental study on forty-two Chinese learners' written narratives conducted by Ellis and Yuan (2004) through using three types of conditions including pre-planning, unpressured on-line planning, and no planning condition showed mixed results. In their study, pre-planning condition had positive effects on syntactic variety while on-line planning condition affected accuracy positively, but the variable of no planning condition did not have any positive effect on fluency, complexity, and accuracy.

Another task treatment was carried out by Adams (2003) who focused on investigating the effect of task repetition, noticing, and noticing + SR (stimulated recall session). The findings indicated that the variable of noticing + SR had positive effect on post-treatment output while the task repetition and noticing did not have positive effects on post-treatment output. Furthermore, Lee (2002) implemented an experimental study through employing two different variables namely a number of coherence-creating devices and pedagogical materials on coherence of learners' writing work. The results indicated that through an explicit teaching of coherence, the coherence of participants' writing improved and participants were cautious of the discourse level of text while revising. Another interesting study was conducted by Castro (2004) who investigated the degree of cohesion and coherence and the social construction of meaning in the

essays among thirty Filipino college freshmen. The results of this study indicated that low, mid, and highly rated essays were equal in grammatical cohesive device use and to establish lexical cohesion, lexical repetition and use of synonyms were commonly used.

Viewed from instructional aspects, it is clear that most studies mentioned above investigate the effects of using task-based approach on various aspects of writing proficiency. In other words, those studies focus more on investigating the impacts of teaching and learning process in writing instruction. Overall, the studies which involve various variables and conditions have different effects on linguistic variables for instance, complexity and coherence. Some studies have positive effects on linguistic variables. Others do not have significant influences on linguistic variables which become the study focus. The findings of the previous studies have indicated that no previous studies implement a task treatment focusing on different task variance that involves two different conditions (e.g., providing participants with topic sentences and stimulating participants with signal words) for non-English speaking students. Also, no former studies examine the complexity and coherence in writing a paragraph for students from non-English speaking countries such as Indonesia. The purpose of the present study was to find out the impacts of providing topic sentences and signal words on writing proficiency among EFL student teachers at one public university's English Education Program in Jambi, Indonesia.

Purpose of the study

The purpose of this experimental study was to investigate the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency at one public university's English Education Program in Jambi, Indonesia. Two main questions guided this study in an attempt to investigate the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency: (1) Do providing topic sentences have a higher level of effect on learner's writing proficiency than providing signal word on learner's writing proficiency? (2) Do providing topic sentence have a higher level of effect on complexity and coherence than providing signal words on complexity and coherence? Additionally, in this study, one general hypothesis was proposed: There is an effect of different task variance that involves providing topic sentence and providing signal words on learners' writing proficiency which cover complexity and coherence.

METHOD

Design

The design of the present study was classified as a naturally occurring group design. It is the same as a quasi-experimental design. This design needs comparisons between the mean performances of groups that occur normally. Based on this design, the samples were not randomly assigned because they belonged to one group or the other (Brown, 1988). Fraenkel and Wallen (2008) explained that in the static-group comparison design, two groups already existed, and the subjects were not randomly assigned. This study used different task variance as independent variable involving two different task conditions including providing topic sentences and providing signal words. The dependent variable was the writing proficiency with two elements (complexity and coherence). The population of this research was all the first year student teachers of English Education Program, one public university in Jambi,

Indonesia. The samples of this study consisted of two groups of student teachers and each group consisted of 30 participants. The following table shows the design of this study which was modified from the static-group comparison design (Fraenkel &Wallen, 2008).

Table 1: The design of this study

Group	Treatment	Measurement
1	Providing Topic Sentence	Writing Proficiency • Complexity • Coherence
2	Providing Signal Words	Writing Proficiency • Complexity • Coherence

Participants of the study

The participants in this study consisted of two groups of full-time undergraduate student teachers who were in their first year at English Education Program, one public university in Jambi, Indonesia. They were between 18 and 21 years old. When the data of this study were collected, the students had been learning English as a foreign language in Indonesian schools for seven years. Formally, they began to study English at junior high school for three years and at senior high school for three years. They studied English at junior and senior high schools based on curriculums of the schools. None of them had gone to an English speaking country. Outside the classroom, they had a little opportunity to use English either in written or oral forms. They could only practice their English with their friends who studied at the same program. They also used their English in written forms when they did their homework. In addition, when the participants performed the task for collecting data, they had taken the writing courses. Thus, they had recognized some terminologies related to paragraph structures such as topic sentences, supporting sentences, concluding sentences, and signal words or transitional words.

The student teachers were selected based on groups or classes that were available in the program at the research site. In other words, we selected two groups of student teachers from the four groups or classes that were available. This way was done based on the idea or principle that Brown (1988) suggested that you should examine each study to determine the method the classes or groups that were selected. The way of selecting the sample of the study referred to the naturally occurring group design or quasi-experimental design. These were groups into which student teachers were not randomly assigned because they naturally belonged to one group or the other. In this case, we only took two groups of student teachers to be the samples of the study.

Materials and procedures

The different task variance involving providing topic sentences and providing signal words was designed based on the ideas or principles that learners' performance can be influenced by task characteristics or task conditions (Skehan, 2003). In this study, the materials of the different task variance were developed from the book of "Ready to Write" (Blanchard & Root, 2003, p. 35). To make it clear, we constructed the materials of the task variance in the form of picture and followed by a set of writing

activities which have two types of conditions or characteristics as stimulants for participants to perform the task. Both conditions were providing topic sentence and providing signal words. These conditions or characteristics were implemented in a quasi-experimental study in order to investigate their effects on learner's writing proficiency covering complexity and coherence. By giving stimulants to the participants, we expected that these stimulants could promote greater writing proficiency.

The task variance was constructed in two different characteristics or conditions, where the participants were required to perform or complete it. This writing task was used as an instrument for gathering data of the present study. The task that was given to participants used a picture. This picture describes a condition of a top of a desk. On the top of the desk, there are several items or articles in which the position of each item or article had been arranged properly. The names of items or articles on the desk were: lap top computer, newspapers, printing machine, calendar, magazines, books, notebooks, and calculator. Participants were required to write a paragraph which explains the condition of the top of the desk based on the picture given.

Participant's writing product constituted a paragraph which describes a condition of a top of the desk. The writing product would be scored as a writing proficiency score. The writing work was rated by using the holistic procedure and analytic procedure. Analytical rating was done by using an analytical form. In this study, the analytical rating covered the aspects related to paragraph structures such as topic sentence, details, concluding sentence, and signal words. The holistic rating was performed after the analytical rating with the range of score of 0 – 50 (Van Weijen, 2008). In case of the holistic rating, we just evaluated the paragraph as a whole about how the participants used grammar in writing paragraph unity. The final score of writing proficiency was taken from the analytical rating plus holistic rating and divided by two.

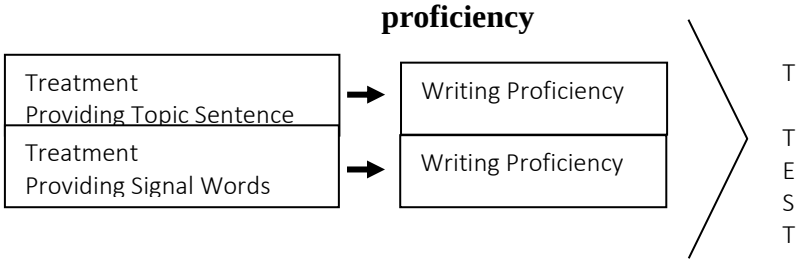
In this study participants were required to perform different task variance that has two different conditions such as providing topic sentences and providing signal words. The participants were divided into two groups. Each group consisted of 30 students. One group was required to perform a task that provides a topic sentence condition. Another group was required to perform the task which provides signal words condition. Both groups were given 20 minutes to write one paragraph. The tasks were administered in the same time for both groups. All students or participants were given worksheets which are equipped with a picture and a set of instruction for doing the tasks. After the students had done the task for about 20 minutes, they were asked to collect their writing products and they also returned the worksheet that is equipped with a picture and a set of instruction for doing the task.

Data analysis

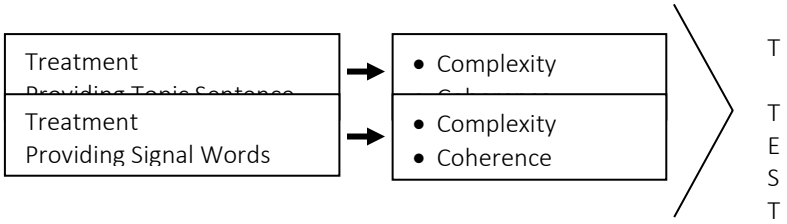
The data of this study were taken from the results of participants' performances on the different task variance. The data of this study constituted the writing proficiency scores. In details, the first data were taken from participants who performed the task of which the condition was providing a topic sentence. The second data were taken from the participants who performed the task of which condition was providing signal words. The written products of each group was rated by using the holistic rating system and analytic rating system (Van Weijen, 2008).Then the combination of these scores was a fixed score or the final score of the writing proficiency for each participant. The fixed writing proficiency scores of each group was statistically analyzed to find out the level

of significant effects of treatments on student's writing proficiency by using 'Independent t-test'. Field (2009) explained that the t- test could be used to test if the two group means were different. Then, to know how the components of complexity and the components of coherence correlated or interacted each other in each group, we used a correlation statistical analysis. The correlation tried to find the relationship between variables by using Pearson product-moment correlation coefficient or Pearson correlation coefficient (Field, 2009). The alpha level for this study was 0.05 ($\alpha = 0.05$). This value was normally used to say incorrectly rejecting the null hypothesis of the present study. In short, to make the data analysis clearer, we presented the schematic model of the data analysis as drawn below.

Model 1: Data analysis of providing topic sentence and signal words on writing proficiency



Model 2: Data analysis of providing topic sentence and signal words on complexity and coherence



Model 3: Data analysis of correlation between complexity and coherence

Ethical considerations

We masked the names of participants, places, and research place in order to protect the rights of participants in this study. Additionally, participants' participation in this study was totally voluntary.

FINDINGS

The current study aimed to investigate the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency at one public university's English Education Program in Jambi, Indonesia. The following part will present the results of the statistical analyses of the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency.

The effects of providing topic sentences and signal words on writing proficiency

The findings of this study on the effects of providing topic sentences and signal words on writing proficiency based on the statistical analysis by using independent sample t - test indicated that on average, Group I (providing topic sentence) had a higher level of effect on student's writing proficiency (M = 72.57, SE = 1.81) than the Group II (providing signal words) on student's writing proficiency (M = 56.50, SE = 2.16). This difference was significant with the ($t(58) = 5.70$; $p < 0.05$).

The effects of providing topic sentences and signal words on complexity

The findings of this study on the effects of providing topic sentences and signal words on complexity based the statistical analysis by using the independent t – test indicated that first, on average, Group I (providing topic sentence) had a higher level of effect on the main clause (M = 2.41, SE = 0.292) than the effect of Group II (providing signal words) on the main clause (M = 1.53, SE = 0.221). The difference was significant with the ($t(39) = 2.35$; $p < 0.05$). Second, on average, Group I (providing topic sentence) had a higher level of effect on dependent clauses (M = 2.41, SE = 0.292) than the effect of Group II (providing signal words) on dependent clauses (M = 1.53, SE = 0.221). The difference was significant with ($t(39) = 2.35$; $p < 0.05$). Third, on average, Group I (providing topic sentence) had a higher level of effect on complex sentence (M = 2.41, SE = 292) than the effect of Group II (providing signal words) on complex sentence (M = 1.53, SE = 221). The difference was significant with the ($t(39) = 2.35$; $p < 0.05$). Fourth, on average, Group I (providing topic sentence) had a higher level of effect on t-units (M = 2.41, SE = 292) than the effect of Group II (providing signal words) on t - units (M = 1.53, SE = 221). The difference was significant with the ($t(39) = 2.35$; $p < 0.05$).

In contrast, the effect of providing topic sentence was lower than the effect of providing signal words on some components of complexity. For example, on average, Group I (providing topic sentence) had a lower level of effect on simple sentence (M = 6.03, SE = 0.237) than the effect of Group II (providing signal words) on simple sentence (M = 7.23, SE = 0.278). The difference was significant with the ($t(58) = 2.35$; $p < 0.05$). Then, on average, Group I (providing topic sentence) had a lower level of effect on compound sentence (M = 2.90, SE = 0.224) than the effect of Group II (providing signal words) on compound sentence (M = 2.35, SE = 0.310).The difference was significant with the ($t(58) = 1.467$; $p < 0.05$).

The effects of providing topic sentences and signal words on coherence

The findings of this study on the effects of providing topic sentences and signal words on each of components of Coherence by using the independent t – test indicated that first, on average, Group I (providing topic sentence) had a higher level of effect on connectors (m = 8.37, se = 0.222) than the effect of group ii (providing signal words) on connectors (M = 7.272., SE = 0.258).The difference was significant with the ($t(58) = 3.231$; $p < 0.05$). Then, on average, Group I (providing topic sentence) had a higher level of effect on key nouns (M = 9.90, SE = 0.369) than the effect of Group II (providing signal words) on key nouns (M = 8.37, SE = 0.305). The difference was significant with the ($t(58) = 3.201$; $p < 0.05$). Second, on average, Group I (providing topic sentence) had a higher level of effect on pronouns (M = 10.97, SE = 0.327) than the effect of Group II (providing signal words) on pronouns (M = 9.10, SE = 0.268).The difference was significant with the ($t(58) = 4.413$; $p < 0.05$).

Correlations between components of complexity and coherence

The data analysis of the relationships between the components of complexity indicated a significant positive relationship between main clause and dependent clause, r = 1.000; p < 0.01. Also there was a significant negative relationship between simple sentence and compound sentence, r = -.604: p < 0.01. The analysis also indicated a significant positive relationship between Complex Sentence and T Unit, r = 1.000; p < 0.01.

For the correlation between components of coherence, the results of analysis indicated a significant positive relationship between connectors and pronouns, r = 0.540; p < 0.01. Also, there was a significant positive relationship between key nouns and pronouns, r = 0.460; p < 0.01.

DISCUSSION

Writing is a noteworthy skill for success in education. Regrettably, it seems that many students still face difficulties with written language production. These students may have lack of knowledge on writing processes; particularly when they are required to write in English as a foreign language. They may have no writing cultural backgrounds and may need long-lasting exposure and internalization to different language rules. The purpose of this experimental study was to investigate the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency at one public university's English Education Program in Jambi, Indonesia. The findings of the current study shed light on our understanding of the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency.

In terms of writing proficiency, referring to the results of the (t – test) statistical analysis, it indicated that providing topic sentence conditions had higher effect on learner's writing proficiency than the effect of providing signal words. This was supported by the different mean values between these conditions. The mean value of the providing topic sentence was bigger than the mean value of providing signal words (Mean = 72.57 > Mean = 56.50). Besides, the findings of this study also indicated that there was a significant difference between the effect of providing topic sentence and the effect of providing signal words on learner's writing proficiency which was proved by p < 0.05. Therefore, the null hypothesis, "there is no effect of different task variance that involves providing topic sentence and providing signal words on student's writing proficiency which covers complexity and coherence" was rejected.

Additionally, it is reasonable to say that the advantage of giving conditions such as providing topic sentences as a starting point of the paragraph writing and could guide language learners to continue their writing activity to a detail section. Also, the beneficial point of giving topic sentence is that the language learners could catch or get ideas from the topic sentence that will be developed for further steps of writing a paragraph. In other words, providing topic sentences as a stimulus condition constitutes a powerful assistance for the language learners to be able to write a paragraph unity better than providing signal words. Theoretically, the results of the present study are in line with what Skehan (1996) said that when task-based instruction could be put into practice to minimize difficulties and give opportunities, the learners would achieve greater complexity structuring, accuracy, fluency, and accuracy. Similarly, Ellis and Yuan (2004) said that linguistic performance could probably be affected by the particular type of processing in which learners experienced. They also explained that the learners would draw their lexical knowledge of language under a certain condition.

In case of providing signal words, based on the results of this study, the condition only facilitated language learners to make smooth transitions among sentences in a paragraph unity. But the language learners still thought how to determine the best choice of the signal words that would be used for each sentence. They also got difficulties to start writing the paragraph. Consequently, the condition of providing signal words could not reach the effect as big as the effect of providing topic sentence on the language learner's writing proficiency.

For the complexity, we found that the current study did not only find out the effects of providing topic sentence [PTS] and providing signal words [PSW] on learner's writing proficiency in general, but it also found out the effects of PTS and PSW on specific components of complexity and coherence. The findings of this study indicated that PTS had higher level of effect on most of the components of complexity such as main clause, dependent clause, complex sentence, and t units. We predicted that the role of providing topic sentence was better than providing signal words in the case of guiding participants to construct main clause, dependent clause, complex sentence, and T unit. In other words, the conditions were helpful for the participants to develop paragraph writing.

On the other hand, the present study also indicated mixed results. PTS had a lower level of effect compared with the effect of PSW on few components of complexity such as simple sentence and compound sentence. We predicted that the participants of group II (PSW) tended to make simple sentences rather than complex sentences. In other words, we could say that PSW had bigger influences on writing simple sentences and compound sentences compared with PTS. These results supported the hypothesis stating that PTS had a higher level of effect on complexity than the effect of PSW on complexity. Mixed results happen to experimental studies and sometimes independent variables have positive or significant effects on a certain dependent variables and sometimes it does not have a significant effect. For example, the study conducted by Ellis and Yuan (2004) on the effect of conditions of a task on second language narrative had mixed results. They confirmed that every independent variable of the experimental study may have positive effect and it may have negative effect on dependent variable.

The findings of our study also indicated that there were the effects of PTS and PSW on components of coherence. Particularly, PTS had a higher level of effect on the coherence components such as connectors, key nouns, and pronouns than the effect of PSW on coherence. These findings were proved by the different values of mean, standard error, and values of $p < 0.05$. These results were in line with the results of former studies that showed the effects of task-based treatments on coherence (e.g. Castro, 2004; Lee, 2002; White & Rosenberg, 1993; Johnson, 1992). Moreover, the results of the study proved the hypothesis stating that providing topic sentence had a higher level of effect than the effect of providing signal words on coherence.

For the correlations between components of complexity, the statistical analysis showed that the components of complexity were related to each other. For example, main clauses had a positive correlation with the dependent clauses. Then, simple sentences had a negative correlation with the compound sentences. Finally, complex sentences had a positive relationship with the T-Units. This analysis aimed to see how the components of complexity were related to each other. Knowing these relationships means that we tried to see how the participants expressed their ideas structurally. In

other words, we could say that the participants' ability to use any types of sentence levels increased.

Limitations and future research

The results of this study may have some limitations. First, although the results of this study may give us evidence on the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency from a non-English speaking country, the small sample size may prevent us to generalize the findings of the study. Future research may include a larger sample size. Also, this study used the experimental design; future researchers could use a mixed methods study (questionnaire and interviews) to collect data from student teachers. Last, teachers or lecturers were not part of this study, so through qualitative research designs, future research could include teachers or lecturers' perspectives on the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency.

CONCLUSION

Although conclusions are limited by the small sample size, this study provides us an understanding of the effect of the different task variance involving providing topic sentences and signal words on student teacher's writing proficiency from a non-English speaking country. Particularly, providing topic sentence helps students much better to develop paragraph writing than providing signal words. The conditions involving providing topic sentence contribute to three beneficial points which have powerful functions for the EFL learners in developing paragraph writing. For example, the topic sentence functions as a guide for participants to start and to continue writing a paragraph. Then, it is economical for the use of time to think how to start the paragraph writing. These functions can influence or stimulate language learners to write quickly and directly. Therefore, in general, the condition of providing topic sentence had a higher level of effect on learner's writing proficiency, on complexity, and on coherence than the effect of condition of providing signal words on writing proficiency, complexity, and coherence. Furthermore, the interactions among the components of complexity have strong correlation. Moreover, the statistical analysis also indicated the positive relationships among the components of coherence.

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From Blackboard to Cartoons Movies: Improving Students' Speaking Ability at One Junior School in Jambi

Husniah, and Efvi Harahap
Jambi University

The purpose of this classroom action research was to examine whether the use of the English cartoons movies increased students' achievement in speaking ability. Data were collected from 39 participants, consisting of 25 males and 14 female students at one junior high school in Merangin,

Jambi. To collect the data, tests and classroom observations were used. The speaking tests or oral tests were drawn from the results of retelling stories using their own language, comments, and suggestions of the events in the cartoon movies while observations were done at the time of the learning process. The results of the research showed that there had been some improvement on students' speaking ability. In the first cycle, the students' speaking ability was 68% and in the second cycle the students' speaking ability was 100%. Moreover, the use of the cartoons showed that the teacher facilitated active participation and stimulated students to follow the lessons by giving them leading questions. This study provided information for teachers and educators to understand how teaching media was implemented at the classroom level. Implications of findings and suggestions are also discussed.

Keywords: ***Cartoons movies, students' speaking ability***

INTRODUCTION

In the statements of Brown (1994), Burns and Joyce (1997), Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information. Speaking skill will shape the creative and critical generations in the future as the result, the students can create utterance, have the ability to express ideas, thoughts or feelings to others in a coherent and systematic. Besides that, Speaking skills also will bring about a future generation of culture because it is used to communicate with other in accordance with the context and situation at the time when they are speaking.

In this case the teacher's role is very important, namely to encourage them to study harder and better. In addition, the students' problems are not only from the classroom environment but also from the students themselves. In fact, the teachers often see most of students master the theory well, but they do not have ability in practice. They have knowledge about how to talk, but in practice they feel difficult to speak. They are less confident to show and develop their ability in speaking.

According to Syllabus of junior school in Merangin Academic Year 2010/2011, standard competency in speaking skill is to express the functional meaning in the oral text and simple form of short monologues recount, and narrative in order to interact with their surroundings. Students are expected to be able to use English for communication in expressing their idea at least in cartoon.

Based on researcher's observation, experiences, and interview with English teacher of class eighth F in one of Junior school at Merangin, Jambi , class eighth F has never applied to learn English by using cartoons, and teachers get used to using a monotonous method. As the result, The students have a low capability in speaking English, and the students only master the theory better than the practices. They have knowledge about how to speak, but in practice they felt difficult to speak it. Students have less confident to show and develop their ability in speaking. They also feel afraid of both making mistakes and being bullied by their friends.

To build their self confidence, students need more practices that are why teachers are advised to make and use the meaningful method increase their self confidence. According to *KKM or Kriteria Ketuntasan Minimal*, it states 70; an ideal

score that all students in Indonesia need to achieve, however, most of students are not capable of achieving *KKM or Kriteria Ketuntasan Minimal* standard.

Researcher will discuss one of the problems related to learning English. The problem of learning English can take place both at home and at school. These conditions can make students feel bored and they do not like to learn English. If this situation continues, they will lose their interest and motivation in learning English.

One of the method to make the learning process interesting by retelling a story. Generally, retelling a story will attract the students because they like a story. This is also an appropriate method to the students at their age. To retell the story more interesting, a cartoon media are an appropriate method. In the statements of Ruby (2008), Cartoon is one of a variety of media to teach how to retell the story. Cartoon is an art form using a series of dynamic images in fixed sequence. By using the cartoons in learning English, it will be more interesting and more active. The students will feel something new and different from what they normally get in their class.by applying this method, hopefully, the students will be active as a participant and they have more opportunities to express their thoughts, emotions, feelings and attitudes.

The involvement and the importance between the use of cartoons and students' speaking ability outcomes have been conducted by researchers (Wyk &Van, 2011;Puspitasari&Eusabinus , 2013; Praneetponkrang, 2014)

However, one of the research on the use of retelling the stories technique in developing English speaking ability is from other countries (Praneetponkrang,2014), and one of the research on the use of cartoons is from South Africa. No research comes from Indonesia conducted about the use of cartoons. To fill this gap in the literature, this study was to examine the students' speaking ability by using cartoons in Merangin, Jambi particularly retelling the story.

THEORETICAL FRAMEWORK

According to Linse (2005), speaking was equally important in children's overall language development. When the children began speaking, they experienced and played with utterance. Meanwhile, in the statements of Scrivener and Jim (2005), the aim of a communicative activity in class was to get learners to use the language they were learning to interact in realistic and meaningful ways, usually involves exchanges of information or opinion.

The ability to speak fluently presupposes not only a knowledge of language features but also the ability to process information and language on the spot. According to Harmer (1998), there were two elements of speaking. The first was language features. The language features were classified into four; connected speech, expressive devices, lexis and grammar, and negotiation language. The second is mental or social processing. It is classified into three; there are language processing, interacting with others, (on-the-spot) information processing. Speaking is one of the important skills in English. It is used to communicate with other. In communicating, the most important is how people can understand the purpose of communication with each other. To get the essence of the conversation itself, Roces (2011) explained some tips in learning speaking as follows: the first is Ask themselves: "What is my motivation?"; the second is employ alternative learning methods. The third is make connection with native English speakers. The fourth is increase exposure to English. The fifth is reward themselves.

As with any other types of classroom procedure, teachers need to play a number of different roles during the speaking activites described above. However, according to Harmer (1998) there were three particular relevances if the teacher was trying to get the students to speak fluently : the first is prompter. The students sometimes got lost, and they could not think of what to say next. The teacher could leave them to struggle out of such situations on their own, and indeed sometimes this might be the best option. The second was participant. The teachers should be good animators when asking the students to produce language. Sometimes, this could be achieved by setting up an activity clearly and with enthusiasm, and the last was feedback provider. When the students were in the middle of a speaking activity, over-correction might inhibit them and take the communicativeness out of the activity. When the students had completed an activity, it was important that the teacher allowed them to assess what they had done and the teacher told them what his/ her opinion was . The teacher would respond to the content to the activity as well as the language used.

The media has a different role in learning. Gagne and Briggs (2009) stated that Media are a tool which was physically used to convey the content of the material which consisted of a book, tape-a recorder, cassette, video recorder, film, slide, Photos, pictures, graphic, television, and computer. Cartoon in English comes from the Italian, cartone, meaning paper. Cartoons at the beginning was the naming of a sketch on paper a lot or stout paper as a design or designs for canvas paintings or wall paintings, architectural drawings, tapestry motifs, or for images on the mosaic and glass. However, over the lifetime of an understanding at the time of this cartoon is not just as an image of their design, but later developed into a character image and aims of humor and satire (Ruby, 2008).

Before the students learn using cartoon, the students must know types of cartoon. In the words of Ruby (2008), there were various types of cartoon as follow: 1). Gag pure cartoon was a cartoon that was meant merely as a funny picture or joke without intending to review a problem or an actual event; 2). Editorial cartoon was a satirical column in the newspaper images that comment on news and issues being discussed in public crowded. 3). Comic was a fusion between art picture and literary arts. Comics were formed from a series of images that the whole was a series of one story in each picture there were balloons greeting as a narrative story with a character or characters were easily recognized. 4). Caricature was the development of political cartoons, funny pictures that were distorted, satirical or sarcastic, either against persons or actions.

The use of cartoon media instruction is required in relation to improve the quality of education especially in teaching speaking. In the statements of Ruby (2008), the purposes of cartoons media were: The first was cartoon solely as entertainment, among others, gag cartoons and comics. The second was cartoon aimed at delivering a message to the audience, whether political messages, social, or educational. For instance, there were cartoons in the newspapers, especially editorial cartoons, caricatures, and some comic strips. Cartoons in newspapers or other publications were one of the cartoons as a medium that had characteristics that were not only entertaining, but also intelligent and actual.

In the statements of Morrow (1996), retellings were post reading or post listening recalls in which readers or listeners tell what they remember. Story Retelling was a procedure that enabled a child to play a large role in reconstructing stories. It showed both social and academic development. Story retelling had proven to be an

appropriate comprehension measure for students with varying learning abilities. Gambrell, Koskinen and Kapinus (1995) examined on proficient and less-proficient readers by using the story retelling and the reading comprehension. They found that retelling story was an effective instructional strategy for enhancing the comprehension of proficient and less-proficient readers.

METHODS

The researcher used a classroom action research with an observation to gather the data and collect the information about students' speaking ability at one junior school in Jambi. Action research is an emerging tradition in language classroom research (Nunan, & Catherine, 2009). Burns (2010) defined that AR was part of a broad movement that had been going on in education generally for some time. It was related to the ideas of 'reflective practice' and 'the teacher as researcher'. The population of this study was the students in the class at one junior high school in Merangin, Jambi. However, the final and total samples were 39 students with 14 female and 25 male students.

In collecting the data, the researcher did some steps. The first was Observation; observations were done at the time the learning took place. Researcher observed students' activeness during teaching and learning process using their own language, expressed opinions, commented on or suggested about the issues contained in the cartoon. Last was speaking test or oral test. For the speaking test, data was drawn from the results of retelling stories using their own language, comments and suggestions by using polite language of the events or problems occurred.

FINDINGS AND DISCUSSION

Based on observation and speaking test given in two cycles in four meetings, there were some problems during two cycles, they were:

1. The students' motivation is low
2. Students were less confident to show and develop their ability.

Then I tried to solve the problem by using cartoons and giving more attention to those who had personal problems in learning process. From the result of cycle I there were still some weakness. When the teacher used a cartoon in teaching speaking, the weakness in cycle one decreased in cycle two. In addition, teaching speaking by using cartoons could help the students speak easily. To look at more clearly, the progress of each cycle could be seen in following table.

Table 1: The result of students' scores in speaking tests

No	Scores (x)	Pre – Test Cycle I		Cycle I Test		Cycle II Test	
		Frequency (f)	Fx	Frequency (f)	Fx	Frequency (f)	Fx
1.	10	0	0	0	0	0	0
2	15	0	0	0	0	0	0

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3.	20	0	0	0	0	0	0
4.	25	0	0	0	0	0	0
5.	30	0	0	0	0	0	0
6.	35	0	0	0	0	0	0
7.	40	0	0	0	0	0	0
8.	45	1	45	1	45	0	0
9.	50	7	350	5	250	0	0
10.	55	12	660	3	165	0	0
11.	60	8	480	3	180	0	0
12.	65	3	195	1	65	0	0
13.	70	6	420	11	770	11	770
14.	75	2	150	7	525	20	1500
15.	80	0	0	6	480	6	480
16.	85	0	0	2	170	1	85
17.	90	0	0	0	0	1	90
Total		**39**	**∑fx = 2300**	**39**	**∑fx = 2650**	**39**	**∑fx = 2925**
Average		**$\bar{x}$ = ∑fx/N = 59**		**$\bar{x}$ = ∑fx/N = 68**		**x = ∑fx/N = 75**	

Note: N = Total numbers of students (N=39)

In conclusion, assignment method and media could increase the students' speaking ability at one junior school in Merangin, Jambi.

Pre – Test

Pre – test was given before the treatments were done. Method was not explained to be tried. Students were instructed only to do the conversation in front of class, given by the teacher, titled"Childhood Experience". The results of the pre-test can be seen as in the table above. The average scores of students in pre – test was only 59, there were only 20% who succeeded in getting 70 – 100, while the remaining students about 80% got below 70 (0 – 69).

Cycle I

This cycle was the first step in giving treatment to the students to solve their problem in speaking. The theme for the first cycle was personal character in the cartoon film; the title was "Secret of the furious five". The average scores of students in test were only 68, thus, there were increasing 9 points from 59 in pre-test. From the table of the students' scores in cycle I test. It was not reach the KKM's score, which were 70. Fact showed that there were only 67% who succeeded in getting 70 – 100, while the remains students, 33% got below 70 (0 – 69).

After conducting the test and observation instrument as well, teacher collected the students' worksheet. In the remaining time, teacher gave conclusion, motivation, and homework.

Cycle II

This cycle was held to improve the students' scores and their motivation. This was expected to be able to solve the problems found in the previous cycle. The first step was by giving treatment to students in solving their problem in speaking. The theme for the second cycle was Guessing the main idea of the cartoon film, and the title was "Tarzan Part 1".

From the table of the students' scores in cycle II test. It could reach the *KKM*, ranging from 70. As the result, it showed that there were 100% who succeeded in getting 70 – 100%, while the remaining students got below 70 (0 – 69).

After conducting the test, filling observation instrument as well, teacher collected the students' worksheet. In the remaining time, teacher gave conclusion, motivation, and homework.

CONCLUSIONS

The purpose of this classroom action research was to examine whether the use of the English cartoons movies could increase the students' achievement in speaking ability at one Junior School in Merangin, Jambi. From the study utilizing two cycles consisted of four meetings, researcher had got some important findings. The findings were formed in qualitative and quantitative data. These data were taken and analyzed from researcher's observation, students' test, and reflection toward the cycles. Finally, it indicated that the cartoons media had proved to be able to improve the students' ability in speaking

After conducting the study by applying two cycles, it had found an enormous improvement. The improvements could be seen on students' speaking ability, motivation, and concentration. The average score from 59 in pre-test increased 9 points to 68 in cycle I test. It then increased 7 points to 75 in cycle II. So, the total increase of students' score throughout the test was 16 points.

At first, the students tended to worry about finishing their tests but At last, they seemed more enthusiastic. The increase of the students' scores and motivation was caused by the enjoyable material, and the ease of using cartoons. From these findings, researcher found some important conclusions such as; 1) by using cartoons, the students' ability in retelling the story could be improved; 2) the study had shown the effectiveness of retelling story in improving the students' ability in speaking English; 3) by giving the students more individual attention, they could be confident and it could motivate the students to learn speaking seriously.

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The Effect of Using Numbered Head Together Technique toward Students' Reading Comprehension on Narrative Text and Self- Confidence at the English Education Department of UIN Suska Riau

Nurdiana
State Islamic University of Sultan Syarif Kasim Riau
Nurdianaalda@gmail.com

ABSTRACT

The objectives of the research were to investigate the difference of students' reading comprehension on narrative text and self-confidence before and after being taught by using Numbered Head Together Technique and to investigate the effect of using NHT Technique toward students' reading comprehension of narrative text and self-confidence at the English Education. The research design was quasi experimental research. The sampling technique in this research was cluster-random sampling. Two groups (55 students) were invited to be samples. Data were collected using test and questionnaire. The data was analyzed using paired sample t test and independent sample
t test. The research found that there was significant difference of students' reading comprehension on narrative text after being taught by using NHT technique for experimental class and control class. It was also found that there was significant difference of students' self-confidence after being taught by using NHT technique for experimental and control class.

Key words: Numbered Head Together Technique, Students' reading comprehension on narrative text, Students' self-confidence

INTRODUCTION

Nowadays, English become more important in many fields, particularly in transferring science, technology, trades, politics, businesses, etc. It is used not only by native speakers but also by non-native speakers to communicate each other. Many experts divided language into four forms of language skills. These include listening, reading, speaking and writing.

Listening involves attentive, accurate mean and interpretation of what is heard. Reading involves both silent and oral reading. Speaking involves selection and organization of ideas, and the ability to communicate these ideas orally. And writing involves the way to express the ideas that come from mind in the writing form.

According to Lems, Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge (2010, p.33) It means that reading is a process that can make the readers use some strategies and also combines with their knowledge to comprehend something that they are reading.

Besides, Blachowicz and Ogle says that reading is essential. It is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read (Linse, 2005). It is important for the students to master reading because the goal of reading is to understand the texts and to be able to learn from the text. Reading is not only a process to identify text structure, vocabulary, and grammar, but also understand the meaning of the text contextually.

In English education department of UIN Suska Riau, the students learn reading comprehension I at the first semester which consists of 4 credits, reading comprehension II at the second semester which consists of 2 credits and reading comprehension III at the third semester which also consists of 2 credits.

Based on the researcher's observation which has been done on September, 2013 by interviewing one of reading lecturer, some facts were found such as, reading has been taught by using various techniques, asking the students to read the text individually and answering the questions given. Sometimes, they were also asked to

discuss the text in group and in pair, but they could not engage the students' self-confidence to participate in discussing the reading text. And also in teaching reading, the lecturers were often giving brainstorming, and ice-breaking activities.

Besides the researcher also found that the students did not want to participate in discussing, share the ideas after reading and did not feel that they have a good qualities in reading especially the narrative text.

The other fact is some of the students were not able to comprehend the narrative text. It made the students got many difficulties in reading activity and their difficulty in comprehending an English text make them slower in doing task given by lecturer because some of the students were not able to identify the generic structures of the text.

Reading is one of the basic subjects in English education. Teaching reading is very complicated when the lecturer does not prepare any technique in teaching process. In teaching reading, the lecturer asks the students to read the text silently and then the lecturer asks the students to do the task based on the reading material that they read.

Based on the preliminary study, the researcher got the information from the reading lecturers of English education of UIN Suska Riau that the students have low comprehension in reading narrative text and low self-confidence in participate in discussing and share the ideas. It can be seen in the following phenomena: some of students were not able to describe the meaning of new vocabularies in narrative text; they were not able to describe the topic in narrative text. The other reality is they were not able to describe the main idea in narrative text; they were not able to explain the orientation in narrative text; they were not able to explain the complication in narrative text; they were not able to explain the resolution in narrative text; they were not able to describe the language features in narrative text. Finally, it was found that the students were not able to devise the references in narrative text.

From the previous explanation, it can be seen that numerous activities and teaching strategies have been implemented by the lecturers in developing students' reading comprehension. Thus, the efforts of achieving the expectation of students' reading comprehension and their self-confidence have been conducted maximally. However, it is contrary to the facts of the students' reading comprehension and self-confidence at the English Education Department of UIN Suska Riau. Only few students are able to comprehend the narrative text and many of them have low self-confidence in reading.

In order to solve problems found in reading comprehension of undergraduate students, many teaching ways have been given. To improve the students' reading comprehension on narrative text needs an appropriate technique helping them as a solution for their problems. In this case, the researcher will offer and apply Numbered head together technique.

Kagan says that numbered head together will make students share information each other, listen carefully, speak and answer the question carefully, so students are more active in learning process. This technique has the purpose to give opportunity to student to allot ideas each other and consider most precise answer and also it is reached through interdependence among all group members rather than working alone.

Reading Comprehension is one of some uses of Numbered Head together technique (Slavin,2005): "Reading Comprehension. Comprehension questions can be posed to groups, and students can work together to find the answers. For example, when reading a story, students can be given the task of analyzing one of the characters. They can be asked questions such as, "Which character traits are stated directly, and which

are implied by the author?" and "What information do you get from the character's speech and actions?"

There are some advantages of numbered head together; they are the students will have high confident, tolerance and sensitivity and also can increase the students' achievement.

Based on the explanation above, the researcher is interested in conducting a research entitled "The effect of using Numbered Head Together technique toward students' reading comprehension on narrative text and self-confidence at English Education Department of UIN Suska Riau.

PROBLEM OF THE RESEARCH

Statement of the problem

In this research, the researcher focused on students' reading comprehension on narrative text. The researcher thought that students' reading comprehension especially on narrative text were still low. It proved that the phenomena which the researcher found in observation.

Based on the information which the researcher got from Reading lecturers, they have applied various techniques in teaching reading but students' reading comprehension still have problems, like in finding topics, main ideas, the generic structures of narrative text and etc.

Finally, this research were conducted at English Education Department of UIN Suska Riau because the researcher also teaches reading subject at UIN Suska Riau. So, the researcher thought that English Education Department of UIN Suska Riau is better place for conducting this research because it can be done while teaching.

Limitation of the problem

This research investigated the effect of using Numbered Head Together technique toward students' reading comprehension on narrative text and self-confidence. This research limited in focusing on students' reading comprehension on narrative text and self-confidence in reading the narrative text. The third semester students who joined in the reading class were invited in this research as the first participants, while the second participant of this research was one of the reading lecturer of English Education Department of UIN Suska Riau.

Research Questions

In this research, the research questions were formed based on the problems stated after considering the limitation of the problems. Furthermore, it had formulated several research questions, as follows :

a. Was there any significant difference of students' reading comprehension on narrative text before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class?

b. Was there any significant difference of students' reading comprehension on narrative text after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class?
c. Was there any significant difference of students' self-confidence before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class?
d. Was there any significant difference of students' self-confidence after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class?
e. Was there any significant effect of using numbered head together technique toward students' reading comprehension on narrative text for experimental class?
f. Was there any significant effect of without using numbered head together technique toward students' reading comprehension on narrative text for control class?
g. Was there any significant effect of using numbered head together technique toward students' self-confidence for experimental class?
h. Was there any significant effect of without using numbered head together technique toward students' self-confidence in control class?

Objectives of the study

a. To investigate the difference of students' reading comprehension on narrative text before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class
b. To investigate the difference of students' reading comprehension on narrative text after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class
c. To investigate the difference of students' self-confidence before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class
d. To investigate the difference of students' self-confidence after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class
e. To investigate the effect of using numbered head together technique toward students' reading comprehension on narrative text for experimental class
f. To investigate the effect of without using numbered head together technique toward students' reading comprehension on narrative text for control class
g. To investigate the effect of using numbered head together technique toward students' self-confidence for experimental class
h. To investigate the effect of without using numbered head together technique toward students' self-confidence for control class

DISCUSSION

The History of Numbered Head Together

Numbered Head Together is introduced firstly by Spencer Kagan et al (1995). Structure of numbered head together is one of the cooperative learning. Numbered head together is designed to influence students' interaction pattern particularly. The structure is developed as alternative technique in the traditional classroom such as raising your hand firstly then the teacher point one student to answer the question.

The technique will make noisy in the classroom because all of the students want to answer the question from teacher. Kagan also says that numbered head together will make students share information each other, listen carefully, speak and answer the question carefully, so students are more active in learning process.

Numbered Head Together is one of the techniques that guides students' activity in search, produce and inform the information from some recourse and then inform them in front of the class. Then, Numbered Head Together is a type cooperative learning that has a simple structure that consists of some steps. These steps will be used to review facts and basic information to set students' interaction.

Numbered head together is used to develop students' understanding about the material and to check their understanding about the topic. Besides, numbered head together to develop students' group work. Numbered head together is a structural inquiry that is designed to make the students more active in teaching and learning process, the students understand and study more and check their understanding about the topic.

The Concept of Numbered Head Together

The numbered head together (NHT) technique developed by Spencer Kagan (1995) This technique gives opportunity to the students to allot ideas each other and consider most precise answer. Besides, this technique also pushes the students to improve the spirit of their job. This technique can be used for all age levels.

Besides Slavin (1995) states that Numbered head together emphasies at aspect of social by using small group which consists of 4-6 equal students to yield student conception challenge and idea as element the key. This technique has lead number gives opportunity to student to each other to consider most precise answer and also to give amenity in division of duty. Lie (2007) states that the students learn to execute personal responsibility of him in each other related to his group friends.

The numbered head together is one of the types of co-operative emphasizing at special structures which designed to influence students' interaction patterns in owning target to improve domination of content of academic.

While Kagan (1995) states that applying numbered head together refers to entangle the more students in analyzing items which come within in a Lesson checked the understanding of them concerning Lesson content. In the place of direct question for all class, teacher use four step as following:

Step 1: Numbered

Teacher divides the students into groups which have member to 3-6 people and every group member is given the number 1-6.

Step 2: Raising question

Teacher raises a question to the students, question can vary, specific, and in the form of interrogative sentence.

Step 3: Think together

Students unite opinion to that question answer, and realize every member in the team has known that answer.

Step 4: Answer

Teacher calls a selected number, then the student which had the number according to the making gestures and try to answer questions to all classes.

Step 5.Giving the Conclusion

Conclude end answer of all questions related to presented items.

Step 6.Giving Reward (Kagan, 1992)

Numbered Heads Together was more effective than traditional methods in raising social studies achievement for third grade low to middle income students. The study found that Numbered Head Together enabled more achievement to occur than traditional methods (Maheady, Mallette, Harper and Sacca, 1991)

Brown (1991, p.173) also states that numbered head together is generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It means that in teaching English reading at the second semester students of English education department, the students are divided into groups. They have heterogeneous students that have different level academic abilities, such as high level, middle level, and lowest level, gender, such as male and female, ethnics such Javanese, Malay, Sakai, etc.

Based on the explanation above every student would help each other on their group. They must share their ideas in group. The students that have high level of academic abilities can help the students that have low level of academic abilities. And in the cooperative there is no competition. All of them must have positive thinking. They solve the material together, and have the same objective to be successful. It is hoped that teaching English reading at the second semester of English education department can be successful; make the students to be active.

Small group should be used to increase efficiency working in autonomous small groups work free the teacher to help the individual students with problems. Numbered head together would allow students to recognize and work with the strength of others. The students within a group could help each other; explanation that students provide for one another would help to increase their learning. Group discussion would help students in their planning and discussion skills.

To be affective in cooperative, groups cannot be used simply as organizational features of the classroom. Students must practice based on the individual often hindered effective development of learning from talking place among students for teacher attention and help at the same time. In cooperative learning, there is a process skill groups, discussions within groups that lead to positive task achievement follow a developmental pattern and required particular support. Upon assignment of a well defined of task group members spend time clarifying what they have been asked to do.

Task achievement is not simply a matter receiving help, but of receiving high level of explanation or elaboration; responses or elaboration; responses must be sensitive to the students' level of need. The students who do not work effectively within the group will not provide this sensitivity.

This cooperative learning strategy promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. The students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material. Group learning methods encourage students to take greater responsibility for their own learning and to learn from one another, as well as from the instructor (Terenzini and Pascarella, 1994).

Numbered head together is one of the techniques that includes effective teaching. Group work is the organization of the students into small group to work on class assignment or project. Numbered head together activity is using communicative approach. In the group work activity, it is expected that the teacher's role in teaching and learning is less dominant. Numbered head together provides the students with an environment within which they can learn English reading.

Based on the explanation above, every group is divided become heterogeneous way, every student understands about subject. Numbered head together is a successful teaching strategy in small teams. Every student has a sdifferent level ability, such as the high level, the middle level, and the lowest level, gender, such as male, and female, ethnics such as Malay, Javanese, and etc. each number of teams is responsible for their material.

The goal of numbered head together, that is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goal. 'Cooperative technique does not take place in a vacuum' not all groups are cooperative groups. Putting groups together in a room does not mean cooperative learning is taking place (Johnson Dw and Rt, 1999). It means that, basically cooperative learning is not different from group work.

There are several characteristics that compare cooperative learning with other cooperative rewards, every student has a role and individual responsibility, and has the same objective to be successful.

Based on the explanation above, it can be assumed that cooperative learning in numbered head together is a learning model group that every group has heterogeneous member. They also have individual purpose in a group to be successful. There are interaction among students. They have responsibility for their study.

There are three purposes of numbered head together such as achievement academic, reception many kind of opinion and develop social academic; Numbered head together can increase students' achievement and change behavior. Beside that numbered head together can help the other friends that have low grade. It Receives many kinds of opinion; in cooperative learning, the skills (Arends, 1997). Students' achievement can be developed and changed their ideas or opinion in a group. They can share their problem with their group that has different background and condition. Develop social skill; by using numbered head together in the study the students can develop their social skill because they always share in a group with their friends.

The Advantages of Numbered Head Together in Teaching and Learning Process

There are several advantages of cooperative learning with numbered head together.

1. When done properly, group work teaches individual responsibility for learning.
2. Groups can be more productive and efficient than individual learning for some tasks and for some students (e.g. extroverts).
3. Cooperative learning allows students to share information, strategies, and personal experiences.
4. Group work often enhances interest in a subject and motivation for learning a subject.
5. Group work often saves time compared to doing a task on one's own.
6. Group work often acts as a stress-release before an exam or major assignment.

Group work helps to divide large assignments into more manageable tasks. Through cooperative learning technique, students can become real partners in the learning enterprise. Since most consequential problems are solved via collaboration. The students who learn to work together in an educational setting are better prepared to meet life's obligations. Through cooperative learning techniques, the learners are asked to do things in the EFL classroom that they are asked to do in real life take charge of and responsibility for their own learning.

According Lundgren in Ibrahim (2000 p.18) in Herdy (2009), there are some advantages of numbered head together, such as :

1. High confident
2. Improve Repairing attendance
3. Acceptance to individual become more big
4. Behavior bother to become more small
5. Conflict among person decrease
6. More circumstantial understanding
7. Improving kindliness of kindness, tolerance and sensitivity
8. High achievement

Variation in Numbered head together :

1. After the students answer the question, the teacher can ask the agreement of the other group about the answers by using yes or not
2. All of the students can answer question together
3. The students that have given opinion can write the answer on the whiteboard or on the paper at the same time
4. Teacher can ask other students to add the answer when the answer is not complete yet

Reading Comprehension on Narrative Text

Comprehension is the process of making sense words, sentences, and connected text. Phang (2011, p.15) stated that comprehension is the process of deriving meaning from connected text. It involved word knowledge as well as thinking and reasoning. Readers must use the information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. Snow and Chair (2002, p.11), she mentioned that comprehension entailed three elements :

a. The reader who is doing the comprehension
b. The text is to be comprehended
a. The activity in which comprehension is a part

Comprehension was an activity where reader must be able to interpret and alter what he/she reads in accordance with his/her prior knowledge about the text. Therefore, reading comprehension means understanding what has been read. It was an active processed that depend not only on comprehension skill, but also in readers' experiences and prior knowledge.

In this case, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get information and the meaning of the texts. There are some common narrative genres include detective fiction, historical narratives, memoirs, science fiction, fables and myths (Philips, 1999). All of the

narrative text types have the social purpose to entertain and instruct the reader. The generic structures of narrative text consist of three parts: orientation, complication/problems, and resolution (Sudarwati and Grace, 2007)

a. Orientation. To describe scenes and introduce the characters, setting, and time or the story are established. Usually answer who, when or where
b. Complication. To begin where there is a problem encountered by the character
c. Resolution is the character finds the solution of the problem. The complication may be resolved for better or worse / happily or unhappily.

Self-confidence

Brown (2001, p.62) defines Self-confidence is learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task. Self-confidence is one of thing which is very important to be owned by each student in learning process especially in reading, because without having that thing, the students will be difficult to participate in learning and express the ideas in discussion.

Self-confidence is one of the things which is very important to be owned by each student in learning process. Many impacts that the students feel when they have low self-confidence are: shyness, communication difficulties, social anxiety, lack of assertiveness.

Besides, a student lacking self-confidence might not stand up and ask the teacher to explain once more even though he is struggling to get a concept right. This creates obstacles to their learning, as many things remain unclear to them that require further guidance by the teacher.

Some steps to build students' self-confidence (Miller, 2013)

Step 1: Provide positive feedback to your students when appropriate.

Tell them when they've done a good job on an exam or report. Children thrive on praise and will push themselves to do well if they know you will be proud of them for their achievements. According to Merrill Harmin and Melanie Toth (2013) in their book "Inspiring Active Learning: A Complete Handbook for Today's Teachers," validating your students by smiling at them or letting them know you are happy to see them will also help them to feel worthwhile and appreciated.

Step 2: Give only genuine praise.

If you provide empty praise, they will not feel as motivated to push themselves harder.

Step 3: Set realistic goals for each student.

Recognize that every child is different and has different learning capabilities. Make goals realistically achievable so that children will feel a sense of accomplishment when the goal is completed. Don't make tasks too easy or too challenging.

Step 4: Use teaching strategies that provide an opportunity for equal participation.

For example, in a gym class, make sure all students get equal playing time. In the classroom, arrange chairs in a circle so that all students have the opportunity to make eye contact with each other. According to Barbara Gross Davis in her book "Tools for Teaching," inviting each student to participate conveys the message that you value

them as individuals with their own unique strengths and weaknesses. The students learn confidence from trying to answer questions and solve problems on their own.

Step 5: Create an open, positive environment for learning.

Get to know your students on an individual level. Call them by name when you ask them a question. Give them credit for trying even when they give the wrong answer. According to author Davis, a learning environment where children feel safe to express themselves stimulates curiosity and the desire to learn which, in turn, develops confidence.

Step 6: Show enthusiasm for the subject you are teaching and for your students' success.

Hypothesis of the Research

H_{o1}: There is no significant difference of students' reading comprehension on narrative text before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class.

H_{a1}: There is significant difference of students' reading comprehension on narrative text before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class.

H_{o2}: There is no significant difference of students' reading comprehension on narrative text after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class .

H_{a2}: There is significant difference of students' reading comprehension on narrative text after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class.

H_{o3}: There is no significant difference of students' self-confidence before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class

H_{a3}: There is significant difference of students' self-confidence before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class

H_{o4}: There is no significant difference of students' self-confidence after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class

H_{a4}: There is significant difference of students' self-confidence after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class.

H_{o5}: There is no significant effect of using numbered head together technique toward students' reading comprehension on narrative text for experimental class.

H_{a5}: There is significant effect of using numbered head together technique toward students' reading comprehension on narrative text for experimental class.

H_{o6}: There is no significant effect of without using numbered head together technique toward students' reading comprehension on narrative text for control class.

H_{a6}: There is significant effect of without using numbered head together technique toward students' reading comprehension on narrative text for control class.

H_{o7}: There is no significant effect of using numbered head together technique toward students' self-confidence for experimental class.

H_{a7}: There is significant effect of using numbered head together technique toward students' self-confidence for experimental class.

H_{o8}: There is no significant effect of without using numbered head together technique toward students' self-confidence in control class.

H_{a8}: There is significant effect of without using numbered head together technique toward students' self-confidence in control class.

RESEARCH DESIGN

The design of this research was a quasi-experimental research. According to Gay and Airasian (2000, p.394) in order to receive permission to use schoolchildren in a research, a researcher often has to agree to keep students in existing classrooms intact. Thus, entire classrooms, not individual students, are assigned to treatments. In this research, the researcher used pre- and posttest design. In conducting this research, two classes of the third semester students of English education department of UIN Suska Riau which consisted of 55 students where 28 students for control class and 27 students for experimental class will be participated. The researcher assigned both groups, administer a pretest to both groups, conduct experimental treatment activities with the experimental group only and then administer a posttest in order to assess the differences between the two groups.

In collecting the data, the researcher used two kinds of techniques. They are as follow: 1. Reading test

The test was used to find out the students' reading comprehension on narrative text. The reading test was divided into two kinds:

a. Pre-Test

Pre-Test was used to collect data about students' reading comprehension on narrative text. The test was administrated before conducting the treatment to both classes; the experimental class and the control class.

b. Post-Test

Post-Test was used to collect data about student's reading comprehension on narrative text. The test was administered to both classess; experimental class and the control class after conducting treatment.

2. Questionnaire

Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. It was used to get the data about the students' self-confidence and used before and after the treatment.

Furthermore, the data will be analyzed by using statistic software which is SPSS 20 version. The different mean is analyzed by using independent sample T-test formula which the samples that must be measured: post-test of control group and post-test of experimental group which they do not correlate each other. The t-test is employed to see

whether there is a significant difference between the mean score of both experimental and control class or not. While to measure the effect, the researcher will use Paired sample T-Test. Meaning that the sample that must be measured: pre-test and post-test of experimental group which they correlate each other or the same samples. Afterward, according to pallant (2010) it is better to find the effect size of T-test by following formula:

$$\tilde{\omega}^2 = \frac{t^2}{t^2 + n - 1}$$

eta-squared = $\tilde{\omega}^2$ *x 100%* Where: $\tilde{\omega}^2$: Coefficient

RESEARCH FINDINGS

Based on the eight hypothesis of the problem and objectives of this study, the last findings of the research concluded as follows:

Table I: The Analysis of Independent Sample T-Test of Pre-Test Score between Experimental and Control Class
Independent Samples Test

Pretest Group	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
	.309	.581	1.496	53	.141	1.64058
			1.495	52.720	.141	1.64058

Based on Independent T-test analysis for pre-test reading comprehension of experimental and control groups on Table I above, it showed that no significant difference was found at pre-test reading comprehension between experimental and control classes. T-test result was 1.49, its df was 53, significance was 0.581, mean difference was 1.640, standard error was 1.096, the lower difference interval was 0.559 and the upper difference interval was 3.84. So, in the conclusion p = 0.141, the 2-tailed value was more than 0.05 (p>0.05). The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both classes were equivalent before giving the treatment at the third semester of UIN Suska Riau.

Based on the analysis of Table I, the first hypotheses Ha1 is rejected and Ho1 is accepted. So, it can be concluded that "There is no significant difference of students' reading comprehension on narrative text before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class of the third semester students at English Education Department of UIN Suska Riau".

Table II :The Analysis of Independent Sample T-test of Post-test score between Experimental and Control class
Independent Samples Test

Post-test	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
	.491	.486	8.918	53	.000	11.01
			8.903	52.11	.000	11.01

Based on Independent T-test analysis for post-test reading comprehension of experimental and control classes on Table II above, it showed that there is significant difference was found at post-test reading comprehension between experimental and control classes. T-test result was 8.918, its df was 53, significance was 0.486, mean difference was 11.019, standard error was 1.235, the lower difference interval was 8.54 and the upper difference interval was 13.49. So, in the conclusion p = 0.000, the 2-tailed value was smaller than 0.05 (p<0.05). The result showed that the mean scores did differ much between both classes. It could be determined that the subjects in both classes were not equivalent after giving the treatment at the third semester of English education department of UIN Suska Riau.

Based on the analysis of Table II, the second hypotheses Ha2 is accepted and Ho2 is rejected. So, it can be concluded that "There is significant difference of students' reading comprehension on narrative text after being taught by using numbered head together technique for experimental group and non-treatment of numbered head together technique of the third semester students at English Education Department of UIN SUSKA Riau".

TABLE III:The Analysis of Independent Sample T-test of Pre-questionnaire score between Experimental and Control Class

Independent Samples Test						
Pre-Questionnaire	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference
	.0005	.943	1.74	53	.087	2.32619
			1.73	52.33	.088	2.32619

Based on Independent T-test analysis for pre-questionnaire self-confidence of experimental and control groups on Table III above, it showed that no significant difference was found at pre-questionnaire self-confidence between experimental and control classes. T-test result was 1.741, its df was 53, significance was 0.943, mean difference was 2.326, standard error was 1.335, the lower difference interval was -0.353 and the upper difference interval was 5.00. So, in the conclusion p = 0.087, the 2-tailed value was more than 0.05 (p>0.05). The result showed that the mean scores did not differ much between both classes. It could be determined that the subjects in both classes were equivalent before giving the treatment at the third semester of UIN Suska Riau.

Based on the analysis of Table III, the third hypotheses Ha1 is rejected and Ho1 is accepted. So, it can be concluded that "There is no significant difference of students self-confidence before being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class of the third semester students at English Education Department of UIN Suska Riau".

TABLE IV:The Analysis of Independent Sample T-test of Post-questionnaire score between Experimental and Control Class at third semester of English Education Department of UIN SUSKA RIAU

Independent Samples Test

Post-Questionnaire	F	Sig.	T	Df	Sig.(2-tailed)	Mean Difference
	.076	.784	8.349	53	.000	11.2059
			8.325	51.18	.000	11.2059

Based on Independent T-test analysis for post-questionnaire self-confidence of experimental and control classes on Table IV above, it showed that there is significant difference was found at post-questionnaire self-confidence between experimental and control classes. T-test result was 8.349, its df was 53, significance was 0.784, mean difference was 11.205, standard error was 1.342, the lower difference interval was 8.513 and the upper difference interval was 13.898. So, in the conclusion p = 0.000, the 2-tailed value was smaller than 0.05 (p<0.05). The result showed that the mean scores did differ much between both classes. It could be determined that the subjects in both classes were not equivalent after giving the treatment at the third semester of UIN Suska Riau.

Based on the analysis of Table IV, the fourth hypotheses Ha4 is accepted and Ho4 is rejected. So, it can be concluded that "There is difference of students' self-confidence after being taught by using numbered head together technique for experimental class and non-treatment of numbered head together technique for control class of the third semester students at English Education Department of UIN Suska Riau".

TABLE V:The Analysis of Paired Sample T-test Between Pre-test and Post-test on Students' Reading Comprehension for Experimental Class

Paired Samples Test

Pre-test and Post-test experiment	Mean	Std. Deviation	T	df	Sig. (2-tailed)
	15.7414	6.2197	13.151	26	.000

From the table V above, the output of paired sample test showed that the t-test result was 13.151, its df was 26, significance was 0.000, mean difference was 15.741, standard error mean was 1.196, the lower difference interval was 18.201 and the upper difference interval was 13.281.

The result of data analysis is based on inferential statistics which has identified that after conducting the treatment for 6 meetings by using Numbered Head Together (NHT) Technique can improve 87% on the reading comprehension on narrative text. Therefore, the Ho5 hypothesis is rejected and Ha5 is accepted that there is significant effect of using numbered head together technique toward students' reading comprehension on narrative text for experimental class.

TABLE VI:The Analysis of Paired Sample T-test between Pre-test and Post-test on Students' Reading Comprehension for Control Class

Paired Samples Test

Pre-test and Post-test Control	Mean	Std. Deviation	T	df	Sig. (2-tailed)
	6.3628	2.6191	12.855	27	.000

From the table VI above, the output of paired sample test showed that the t-test result was 12.855, its df was 27, significance was 0.000, mean difference was 15.741, standard error mean was 0.494, the lower difference interval was 7.378 and the upper difference interval was 5.347.

The result of data analysis is based on inferential statistics which has identified that after conducting the treatment for 6 meetings by without using Numbered Head Together (NHT) Technique can improve 86% on the reading comprehension in narrative text. Therefore, the Ho6 hypothesis is rejected and Ha6 is accepted that there is significant effect of using numbered head together technique toward students' reading comprehension on narrative text for control class.

TABLE VII:The Analysis of Paired Sample T-test Between Pre-questionnaire and Post-questionnaire on student self-confidence for Experimental Class

Paired Samples Test

Pre and Post Questionnaire	Mean	Std. Deviation	T	df	Sig. (2-tailed)
	10.1333	6.5454	8.044	26	.000

From the table VII above, the output of paired sample test showed that the t-test result was 8.044, its df was 26, significance was 0.000, mean difference was 10.133, standard error mean was 1.259, the lower difference interval was 12.722 and the upper difference interval was 7.544.

The result of data analysis is based on inferential statistics which has identified that after conducting the treatment for 6 meetings by using Numbered Head Together (NHT) Technique can improve 71% on the student self-confidence. Therefore, the Ho7 hypothesis is rejected and Ha7 is accepted that there is significant effect of using numbered head together technique toward students' self-confidence for experimental class.

TABLE VIII:The Analysis of Paired Sample T-test Between Pre-questionnaire and Post-questionnaire on student self-confidence for Control Class

Paired Samples Test

Pre and Post	Mean	Std. Deviation	T	df	Sig. (2-tailed)

Questionnaire					
	1.25357	1.99508	3.325	27	.003

From the table VIII above, the output of paired sample test showed that the t-test result was 3.325, its df was 27, significance was 0.003, mean difference was 1.253, standard error mean was 0.377, the lower difference interval was 2.027 and the upper difference interval was 0.479.

The result of data analysis is based on inferential statistics which has identified that after conducting the treatment for 6 meetings without using Numbered Head Together (NHT) Technique can improve 29% on the student self-confidence. Therefore, the Ho8 hypothesis is rejected and Ha8 is accepted that there is significant effect of without using numbered head together technique toward students' self-confidence in control class.

CONCLUSION

The main goal of the research was to explore the effect of Numbered Head Together (NHT) Technique toward students' reading comprehension on narrative text and Self-confidence at English Education Department of UIN Suska Riau.

This research was conducted for 6 meetings (one meeting for giving pre-test, four meetings for conducting the treatment and one more meeting for giving pos-test) at English Education Department of UIN Suska Riau. The research design was a quasi-experimental research of the pre-test-post-test and pre-questionnaire and post-questionnaire single group design which were based on Campbell and Stanley (1963), Gay and Airasian (2003); Haslam and McGarty(2003).

Based on the eight hypothesis of the problem and objectives of this study, the last findings of the research concluded as follows:

1. The first hypothesis of this research showed that Ho1 is accepted and Ha1 is rejected, so it can be concluded that "There was no significant difference of students' reading comprehension on narrative text before being taught by using numbered head together technique for experimental group and non-treatment of numbered head together technique of the third semester students at English Education Department of UIN Suska Riau".
2. The second hypothesis of this research showed that Ho2 is rejected and Ha2 is accepted. It could be concluded that "there was significant difference of students reading comprehension on narrative text after being taught by using numbered head together technique for experimental group and non-treatment of numbered head together technique of the third semester students at English Education Department of UIN Suska Riau".
3. The third hypothesis of this research showed that Ho3 is accepted and Ha3 is rejected, so it can be concluded that "There was no significant difference of students' self-confidence before being taught by using numbered head together technique for experimental group and non-treatment of numbered head together technique for control group of the third semester students at English Education Department of UIN Suska Riau".
4. The fourth hypothesis of this research showed that Ho4 is rejected and Ha4 is accepted. It could be concluded that "there was significant difference of students'

self-confidence after being taught by using numbered head together technique for experimental group and non-treatment of numbered head together technique for control group of the third semester students at English Education Department of UIN Suska Riau".

5. The result of data analysis was based on inferential statistics which has identified that after conducting the treatment for 6 meetings by using Numbered Head Together (NHT) Technique could improve **87%** on reading comprehension in narrative text of the third semester at English Education Department UIN SUSKA Riau, it can be concluded that there was significant effect of using numbered head together technique toward students' reading comprehension on narrative text for experimental group.
6. The result of data analysis was based on inferential statistics which has identified that after conducting the non-treatment 6 meetings by without using Numbered Head Together (NHT) Technique could improve **86%** on reading comprehension in narrative text of the third semester at English Education Department UIN Suska Riau. Therefore, it concluded that there was significant effect of without using numbered head together technique toward students' reading comprehension on narrative text for control group.
7. The result of data analysis was based on inferential statistics which has identified that after conducting the treatment for 6 meetings by using Numbered Head Together (NHT) Technique could improve **71%** on students self-confidence of the third semester at English Education Department UIN Suska Riau. Therefore, it concluded that there was significant effect of using numbered head together technique toward students' self-confidence for experimental group.
8. The result of data analysis was based on inferential statistics which has identified that after conducting the non-treatment for 6 meetings by without using Numbered Head Together (NHT) Technique could improve **29%** on students self-confidence of the third semester at English Education Department UIN SUSKA Riau. Therefore, it concluded that there was significant effect of without using numbered head together technique toward students' self-confidence in control group.

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The form of this research was quasi-experimental research. It was conducted for 6 meetings; one meeting for giving pre-test, four meetings for conducting treatment and one more meeting for giving post-test.

Adopting Circle Of Courage Model To Cope With An Unmotivated Teenager Student Who Was Addicted to Online Games

Dewi Sari Wahyuni
STMIK AMIK Riau

ABSTRACT

In a class full of highly motivated students, an unmotivated one was a problem to deal with. Being absent 6 times in a row since the first meeting to play online games at the internet cafe, this student deceived his parents by pretending to attend the class. The involvement of parents in settling the case brought in unsatisfying result. As an addicted online gamer, he was trapped in his own world and refused to participate in classroom activities. The teacher, then, set the parents free from the case. By applying Brendtro's approach which is based on the Circle of Courage (belonging, mastery, independence and generosity) the teacher managed classroom activities to cover those 4 growth needs of teenagers. It took 6 meetings afterwards that he began to engage himself with the classroom activities. In supportive and positive classroom environment, he started to open himself to communicate and participate in classroom.

Keywords: Circle of Courage, Unmotivated Teenager Student

Teaching in this 21st century has different atmosphere than that is in the previous centuries. As there are lots of distractions as a result of using gadgets or any technology tools that have already part of students as well as teachers' lives, engaging in teaching and learning process can sometimes be challenging.

However, technology integration is something that cannot be hidden anymore. As digital native students see that there is no use to attend the class for they easily get information just by their finger tips, the teacher role should be no longer merely as source of information, but also as a support to students in developing their learning autonomously.

The problem occurs when these teenager students are being too addicted to online things, such as games, social media, and any other usage. In balance, these activities have positive impact. Conversely, too much of the said activities with lack of parental control might ruin students' motivation in learning. All that they get is simply entertaining, indeed, while it is engaging that should be proposed.

This simple action research was actually done as an anticipation to the problem that the researcher as teacher faced in her own classroom. There was a student who was, indeed, introverted and burried himself into his own world by avoiding social contact with others. Too much online games had made him lived in cyberspace and it was hard for him to deal with the fact that he, whether, liked it or not, was part of the real world.
It was started when the researcher had this class of English for Teen, level-4 (ET-4) at LBPP LIA Pekanbaru. This targeted student missed the first meeting. It was still tolerated until he missed three (3) classes in a row. The management was asked to inquire his parents. Somehow, the contact could not be reached. There were many possibilities implied at that time. The said student did not belong to the class, he (and probably his parents) finally decided to quit from the course, or he did come to LBPP LIA Pekanbaru's building although he never reached the class (this happened previously to several students), etcetera.

His name was so familiar for several students. Since the teacher kept questioning whether other students ever knew or saw him, some students said that they ever saw him somewhere in the building. These students happened to go to the same school with them. They also told the researcher that he had sister that also went to LBPP LIA and they claimed that they know his parents. At the 6th meeting, finally the researcher met

his mother. As this mother was informed that her son had been absent for six times, she was terribly shocked. She informed that she always delivered him before the class and picked him up after the class.

When finally this student was caught in the act by his mother and the researcher, he did not cooperate with. His mother was furious and was so sure that he must have gone to the nearest internet cafe for playing online games. He did not even answer any single questions thrown to him. Instead, he kept silent in ignorance. One cooperative respond was only 'a nod' when he was asked whether he went to the internet cafe or not. The mother said that he was badly addicted to the online games. Unlike his sister, his achievement at school was not as good as his sister, although he was not a weak student. Almost all of his school teacher complained about his ignorance toward school activities.

His situation was getting more complicated when his mother threatened him to tell his father about his being absent. She also reminded him of what punishment that he would absolutely get from his father. There were no significant change in his reaction to all of his mother's anger and threat. He kept silent and looked around indifferently. Trying to calm the mother down, the researcher asked her to wait outside the class. This student who was still in the classroom was asked by the researcher regarding his willingness to continue taking the course or not. Open ended question was not effective because he managed to say nothing. Then, the researcher changed the question into yes/no question. To the researcher surprise, he nodded his head as an answer that he wanted to continue joining the course.

Realizing that there would be some problems that this students and his classmates may face in the classroom, some plans had been made by the researcher to anticipate. Adopting Circle of Courage approach was chosen for it is considered as an appropriate approach. This approach usually works to assist even to what is called dangerous teenager (Brentro, 1990). There are four components in this Circle of Courage which is also, sometimes called, the wheel of medicines:

1. Belonging : Seeking to understand the degree to which a person like they belong is crucial. All of us need to feel part of a family, a group of friends and collegues, or just that we have an important role to play in our world.
2. Independence : Potentially the most divisive need held by teenagers and youth alike. We all need to feel not just free to make choices, but that we are trusted to make decisions that impact us by those around us.
3. Mastery: Young people all enjoy doing what they are good at. Everyone has a skill (and probably several!) that others will value in them, and that may be worth developing now and into the future. Mastery is the key to building confidence purpose and satisfaction with one's vision for life.
4. Generosity: Looking forward to making positive contributions to the lives of others is the heart of what generosity is about. This need is often the last to be acknowledged in teenagers and youth, but no less important. When we are motivated to help others feel good, our own sense of well-being cannot help but be enhanced.

Moreover, McIntyre in his website which also discusses this wheel of medicines, http://www.behavioradvisor.com/CircleOfCourage.html, stated that The Circle of Courage model provides educators with an evidence-based, proven approach for reaching and teaching teenager with severe emotional and behavioral disorders. It

integrates research on positive teenager development with the best of positive thought, professional wisdom, and educational practice.

1. Belonging/Attachment: This lynchpin character need is met by being prosocially connected to significant others; having a sense of emotional connection to individuals singly or in groups (clubs, teams, interest groups, family, supportive people). Having emotionally healthy and secure bonds with others promotes feelings of positive self-worth, preparing teenagers to form these same nurturing attachments with decent, upright people in the future.
2. Mastery/Achievement: When one can take pride in one's competence in areas of strength, there is a willingness to undertake the learning of new skills and knowledge bases, thus making one more capable and willing to undertake more new challenges. Overseen by mentors, talents develop in a self-managed, non-braggart type of teenagers.
3. Independence/Autonomy: Teenagers need opportunities to develop self-sufficiency and self-governance. This is accomplished by being given opportunities to accept responsibility, and prove oneself trustworthy. From these learning experiences, teenagers develop the ability to self-manage their actions and make good choices. They learn how their decisions influence their destiny.
4. Generosity/Altruism: Teenagers need opportunities to engage in helpful and thoughtful behaviors. By helping individuals and groups who live in their immediate world (without expectation of payment), teenagers develop and strengthen a helpful inclination.

As the researcher planned to incorporate this approach in classroom activities, she started to discuss new additional contract with the whole class when the targeted student finally attended the class at 7th meeting. The contract had been discussed previously at the first meeting. Since he was not there at that meeting, he needed to understand it without being told. The students, and surely, he was on the exception were so exciting in determining an a tied agreement of consequences of not using English, bullying others and saying inapproriate words or swearing in the classroom.

Two first components of Circle of Courage were adopted in this activities; belonging and independence. Belonging refers to students trying to comprehend that they belong to the class. The class is their big family and they are part of it. Every students undeniably have crucial role. The targeted student was there. He sticked himself to his chair, did not say anything. But the researcher knew that he learned from the discussion and the participation of other students, as they were deliberately given chance both to make their own choices and to be given reliance make up their mind on the things which they determine and deal with. This incorporate the second component of Circle of Courage that is independent.

The rest of the components which are, ‘mastery’ and ‘generosity’ were incorporated during classroom activities ahead. It took times to be able to to get and acquire them. The researcher believed that the positive attitude of students and classroom environment as a whole helped the targeted student to change and improve himself to be a better person.

METHOD

The researcher applied action research in this case for it has an applied focus (Cresswell, 2008). Moreover, Cresswell added that this kind of research refers to specific, practical issue and search for solutions to a problem. In this case the issue was

so specific that the researcher focused on changing the targeted student's behavior to cope with his learning environment.

Mills (2000) supported that action research designs are systematic procedures done by teachers to gather information about, and subsequently improve their teaching and their student learning. Action research that had been done in this research was Practical Action Research which is due to assist targeted student whom dealt with his particular problems with a purpose to improve his learning (Schmuck, 1997).

Furthermore, by referring to Dialectic Action Research Spiral by Mills, the researcher carried out the following procedures:

- Identifying an area or focus
  This process involves defining an area of focus, doing self-reflection and description, reviewing the literature, and writing and action plan to guide the research.
- Collecting data
  Collecting data by gathering multiple sources of data and by using a variety of inquiry tools.
- Analizing and Interpreting Data
  Analyzing includes identifying themes, asking key questions, doing an organizational review, engaging in concept mapping, while interpreting involves extending the analysis by raising questions, connecting findings to personal experiences, seeking the advice of critical friends, and contextualizing the findings in literature and theory.
- Completing an Action Plan
  Completing an action plan which resulted in summary of findings, recommended actions, and the identification of individual responsible for action and individuals who need to be consulted and informed.

The action planned and taken was adopting Circle of Courage to the teaching and learning process which was carried out to ET-4 students at LBPP LIA. There were 19 students in the classroom including the targeted student and the research was executed in a term (3 months) from January up to March 2015.

They were Junior High School students varied from 7th to 8th grades at school. The targeted student was sitting at 9th grade at that time and he was the oldest student in the classroom.

The Circle of Courage represents four basic needs of people that are also work out on teenager. They are Belonging, Mastery, Independence, and Generosity. According to wikipedia, this philosophy emerged from collaboration of Martin Brokenleg, a professor of Native American Studies, and Larry Brendtro, a professor in children's behavior disorders. They studied how traditional indigenous cultures were able to rear respectful, responsible children without resorting to coercive discipline. Their findings were first presented in 1988 to an international conference of the Child Welfare League of America in Washington, DC, and at the Trieschman Center inBoston. The Circle of Courage is illustrated as a medicine wheel with four directions.

The researcher did not mention the inclusion of Circle of Courage or this wheel of medicines to the students explicitly. During the teaching and learning process the researcher implicitly incorporate the basic four values on that wheel to the students' classroom activities. For every problems that they faced in the classroom, one or more of these values came up to cover them.

FINDINGS AND DISCUSSIONS

At that 7th meeting which means the 1st meeting attended by the targeted student, he was just too passive to respond when the researcher discussed additional points in contract. He showed that he did not really care about it. On the contrary the other students were so active and pleased to participate. As to promote belonging and independence, they formulated the consequence for not using English, bullying classmates and saying inappropriate work or swearing is paying for various fine. All agreed to the decision made by themselves as a class decision.

The meeting after that agreement was the day for the said fine being effective. There were many students broke the additional contract rules and they had to pay for the fine. Meanwhile, the targeted student kept on saying nothing and had no response at all to the activities carried out in the classroom. Even when the activities was involving cellphone (playing with cellphone is surely a thing that he would enjoy, however, he refused to take out his cellphone from his bag). He shook his head when his friends asked him, still, he said nothing and showed his poker face, so nobody was able to guess what was going on in his mind.

Luckily, his classmates were positive teenagers. Despite of all his ignorance, they still treated him nicely. Eventhough he kept on refusing to deal with classroom activities even just to say something. During the class hour, he was just sitting on a chair, doing nothing and refusing to speak even to answer the researcher and his friends questions which were not related to the lesson.

Eventhough the researcher kept trying to keep the positive atmosphere was hanging around in the classroom, some of the students started to question and protest toward the targeted student attitude in the classroom. Some comments even had been made overtly that the things that was done by the targeted student in the classroom was not appropriate and that he should be dealt with its consequences. Student 8 says that, "*It's not fair. Why should he be free while we have to follow the rules*? *You must give him punishment."*

The researcher was so afraid that all of the efforts in integrating wheel of medicines; belonging, independence, mastery, generosity would be all just in vain. Another student came to the researcher when she had to work with him to practice for a dialog. "*I don't want to work with him. He says nothing!*" The researcher, then asked this student to work with other classmate. Whereas, the targeted student kept on his position, showed no response at all. Some students started to lose their patience when they had to deal with him as group members, too. It was going on until the 12th meeting. It was the day when the miracle came up to the surface. The activity was manual game on vocabulary. It was not sophisticated nor high-tech activity. They had to work in group. In order to be able to answer the questions they had to really cooperate with each group member. At this time, the targeted student managed to mumble something related to the activities and led his group to be the winner. His friends were so excited that some of male students hugged him and showed that they did appreciate him. It was not only because his contribution to win the game, because some other students from different groups also came to him telling how they were happy that he was part of them.

Since then, things had changed. Referring to this change, researcher had an opinion that he had already got that 'mastery' as one component in the Circle of Courage. He realized that he was good at vocabulary due to his addiction with online games which actually developed his ability in vocabulary. His ability was far beyond all

of his classmates'. He was happy to find thing that he was good at, not to mention that his friends had recognized the ability that he had.

After that meeting, his classmates came to him before they consulted the dictionary or the reasearcher. He was more than happy to share his ability to them. This sharing implied on his 'generosity'. The more he shared, the more he got. Sooner after that, he became a respected member of the class. He enjoyed and involved himself in classroom activities. The researcher got the following answer from him at an open-ended question interview at the last meeting before the promotion test; "*I like this class. Everybody treat me good. I'm very happy. (unedited)*.

He definitely had owned 'mastery' so that he is comfortable with his abilities. Feeling the need to look for more skill and knowledge, he triggered to try for he is not afraid of failing and being different. He keep on trying something new as he noticed the situation as an opportunity to learn and to have fun. It was fascinating to see the changing in him. Turning out to be friendly, going along well with his classmates, nobody will believe that he was the one who turned down every friendly offering from others previously.

Some of his friends were also questioned by the researcher. Student 2 said that, "*At first, I think he's weird. But he's normal like me (unedited).* This student's answer demonstrates how one can misdjudge someone else because they do not really know each other and that this judgement is also possibly changed as the time goes by and the changing of the subject of being djudged. Student 8 statement, "*He was invincible. But now, he's not anymore" (unedited)*, give and idea that people change. And this changing can be better. The targeted student who once withdrew himself from his clasmates, had changed to be more 'available'. He felt accepted, therefore he began to open up himself to others.

From the above comments, it can be assumed that, the targeted student had already mingled in the classroom. The acceptance from classmates had also been gotten. It took time, indeed, for finally 'clicked' to the classroom situation and adapted himself to his classmates.

The researcher believes that the impact of Circle of Courage approach was not limited only to the classroom situation. It has bigger range than classroom, for she searched out the answer from his mother; "*It was surprising that he started to eagerly go to the course despite the bad weather or his catching cold or fever. Not to mention that lately, he started to interact with me and the rest of the family." (edited and translated)*

The mothers' comment reflects on his improvement in mingling and blending with people other than his classmates. Previously, he had difficulty in mixing with his own family, not to mention his classmates. His parents assumed that was the way he was. That it was natural. He rarely spoke, did not even care with his family, other people, even with himself. All that he cared was how to play online games and how to get more money to pay for those online games because his parents did not provide him with internet service at home anymore. They even limited his internet package on his cellphone to prevent him from playing online games. His mother had to be convinced that there was still positive effect of online games despites all of the negative effects.

CONCLUSIONS AND SUGGESTIONS

The willingness of the targeted student to involve himself in classroom activities after adopting Circle of Courage, although it was not instantly, shows that it actually

worked. It also implicated that it is possible to make use of this approach into teaching and learning process. The purpose of sharing the usage of this approach are to cultivate the researcher's professional development as well to inform that this can be an alternative to handle students with similar problems. The result of this simple research can be taken to or referred as one of the source for educational practices. The researcher, then, suggests that the teachers who are willing to implement this approach should consider their students and their own situation and adjust as necessary to gain better and effective result. It is also recommended to carry out relevant and further research concerning this Circle of Courage.

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English Materials Equality of University Level for Building a Progressive English Skill of College Students

Dedi Sulaeman
Email: dedi4548@gmail.com
Devi

Email: devi16873@gmail.com
Sunan Gunung Djati State Islamic University

ABSTRACT

In facing globalization era, English becomes an important language which must have been kept by everyone since English is an international language used to communicate with foreign people. Moreover, significant number of considerable companies recruit employees which have good ability in English. Therefore, mastering English can be good support for having great future. These days, many college students have not mastered English materials progressively yet since the materials taught are ever studied in the upper secondary level of education. For example, tenses oftentimes learned in the upper secondary level of education and learned again in university level. This case will be able to make the progress of English learning hindered, so that many college students cannot master English pervasively and not progressive. Based on research at State Islamic University of Sunan Gunung Djati Bandung, the majority of students learn English materials which have ever been learned when they were in the upper secondary level of education, those materials such as tenses, preposition, pronoun, and verb. It is caused by students' understanding towards the materials are not equal. To solve this problem, there must be English materials equality. Before going up to university level, the students must have English camp held by every university for two weeks. The English materials learned in English camp is the materials that should have been mastered in the upper secondary level of education such as tenses, preposition, pronoun, and verb. They do not need to be taught those materials anymore in university level, so their English learning will always be in progression.

Keywords: English material, Equality, University

1. INTRODUCTION

Language is human's need, in which language will always be functioned as their communication tool in delivering information to others (M.A.K. Halliday and Ruqaiy, 1992). People can express everything relating to their feeling and mind by language, then there will be responds from others, it is called as conversation, in which both of parties are expressing and responding each other.

Generally, communication process will run well when both parties are having knowledge about language. Mastering grammar and vocabularies are two aspects must have been mastered by people who want to learn a language, particularly foreign language. While for having good communication, skills must be mastered such as speaking, listening, writing, and reading skill.

Now days, English is a language that must be mastered well, since many notable companies recruit employees which have good ability in English, moreover English can help us to communicate with foreigner. Therefore, English is an important language to learn early.

Presently, lot of college English students have not mastered English materials well, it causes they cannot understand about English wholly, based on research at State Islamic University of Sunan Gunung Djati Bandung, in fact most of materials learned by student have ever been learned when they were in the upper secondary level of education, those materials such as tenses, preposition, pronoun, and verb. This case will be able to make their English is not progressive.

To solve this problem, there must be English materials equality. Before going up to university level, the students must have English camp held by every university for two weeks. The English materials learned in English camp is the materials that should have been mastered in the upper secondary level of education such as tenses, preposition, pronoun, and verb. They do not need to be taught those materials anymore in university level, so their English learning will always be in progression.

1.1 Purpose

This writing is aimed at analyzing the matter of stagnant English learning of college school student and giving solution to build English learning of students will always be in progression.

2. REVIEW OF RELATED LITERATURE

2.1 Definition of English

According to Rayner Hardjono's book entitled *Kamus Saku Istilah Bahasa Asing* (2001), English is an international language, it becomes a language used by many people in the world. This language mostly used by modern people to interact with other people around the world. English is spoken as a first language by majority of population in many countries, including the United Kingdom, Ireland, USA, Canada, Australia, New Zealand, and a number of Caribbean countries.

2.2 Definition of Instructional Material

Instructional material is knowledge, skills, and attitudes that must be mastered by students in order to have determined standard competence. Instructional material must be prepared as well as possible since it occupies an important position of the curriculum (Akhmad Sudrajat, 2006). As for the determined materials for the learning activities should be material that really support the achievement of standard and basic competence.

2.3 Definition of Progressive skill

Skill means someone's capacity in carrying out some tasks in a job. Basically capability consists of two factors, namely:

- The intellectual ability. The ability required to perform various activities of thinking, reasoning and solving problems.
- Physical ability is the ability to perform tasks that require stamina, skill, strength, and similar characteristics. (Robbins SP dan Judge, 2007)

Progressive means something that happens in steps, or something that favors change and innovation. Progressive has positive meaning, in which something we work is developing gradually or in stages. (Sumantri M. dan Syaodih N, 2007)

Based on definition above, can be concluded that progressive skill is someone's ability has positive gradually development in doing something, can be in learning, working, thinking and so forth.

3. RESEARCH METHOD

3.1 Time and Research Place

This research was conducted on September 2015 at Sunan Gunung Djati State Islamic University, Bandung, and West Java, Indonesia.

3.2 Participant

This research takes two samples from two source of information categories, those are lecturer and English literature students (fifth semester) of Sunan Gunung Djati State Islamic University. There are five lecturers and 153 students who are interviewed randomly from 289 students (fifth semester).

3.3 Method

The method used in this research is qualitative, interview directly to source of information.

4. RESULT AND DISCUSSION

4.1 English Literature Students' Quality of Sunan Gunung Djati State Islamic University

Main question asked as interview guidance is how is English literature students quality of State Islamic University of Sunan Gunung Djati Bandung**.** That main question brings several questions related to the quality of English literature students and the result can be seen on the table 4.1.1.

Table 4.1.1 Interview result of English literature students' quality of Sunan Gunung Djati State Islamic University

Source of Information	***Interview Result***
Lecturer	• The majority of English literature students of Sunan Gunung Djati State Islamic University have no standard requirement in English. • Students have not master basic materials of English yet, so that it hinders learning process. • Sometimes the lecturers must review English materials of the upper secondary level of education, this case also causes learning process hindered.
Students	• Some students consider that their English quality is still on standard, and others consider that their English quality is still deficient as English student. • Many students consider that their English quality do not achieve intermediate level, and also still do not master basic of English materials.

Discussion:

From interview result on table 4.2.1 can be seen that English skill of English literature students of Sunan Gunung Djati State Islamic University is still deficient, whereas their major is English Literature, in which they should master English materials well. Lecturer considers that having standard requirement in English is needed to increase students' quality, therefore the lecture must not review basic materials anymore in the class and learning process is not hindered. Then, students consider their English is still on standard, and others consider that their English quality is still deficient as English student. It causes their English learning hindered since at university students will find complex English materials, student needs to master English basic materials pervasively first before facing those complex materials. Students will be able to get difficulty in facing lecturing if they don't master English basic materials. This case indicates that English learning of English literature students of Sunan Gunung Djati State Islamic University is not on progression.

4.2 The Causes of Deficient English skill of English Literature Students

Main question asked as interview guidance is why English literature students' quality of Sunan Gunung Djati State Islamic University is still deficient. That main question brings several questions related to the causes of English literature student skill of Sunan Gunung Djati State Islamic University is still deficient and the result can be seen on the table 4.2.1.

Table 4.2.1 interview result of the causes of deficient English skill of English literature students

Source of Information	***Interview Result***
Lecturer	• The main cause is student's English skill was not equal when accepted at Sunan Gunung Djati State Islamic University. • There is no English skill test which is used as standard for students to continue their study at Sunan Gunung Djati State Islamic University.
Students	• Students don't master basic materials. So, lecturer must review material from basic, since students are considered still not prepared to face complex English materials.

Discussion:

From interview result above, the lecturer considers that the causes of deficient English skill of English literature students is student's English skill not equal or has various understanding. Then, there is no English skill test which is used as standard for students, So that the lecturer must review basic materials to equalize students' understanding toward English materials. This case causes students' English learning is stagnant since they always receive reviewed materials, so their English learning is not on progression, it makes students' English quality is not well. Then, students consider one of causes is student does not master basic materials, so there must be review,

whereas those materials should have been tough in the upper secondary level of education.

4.4 Solution

Main question asked as interview guidance is how to solve problem of deficient English skill of English literature students. That main question brings several questions related to problem solution and the result can be seen on table 4.3.1

Tabel 4.3.1 the interview result of the causes of Deficient English skill of English Literature Students.

Source of Information	***Interview Result***
Lecturer	• There is written and spoken English test for students to study English Literature at Sunan Gunung Djati State Islamic University. • There is English material equality (Basic – The upper secondary level of education material) carried out before studying at university.
Students	• Student needs more time for learning English since it will be able to help student to master English materials wholly to cover up students' deficient English skill.

Discussion:

From both source of information categories (Lecturer and student) consider that the solution is student must have English material equality before studying in university, the material equality such as studying more about the upper secondary level of education materials, so student is prepared to face college materials. On the other hand, students' English learning will be always on progression, since they will not receive reviewed materials anymore. The materials equality can be carried out about two weeks before going up to university.

5. CONCLUSION

From this research entitled English materials equality of university level for building a progressive English skill of college students can be concluded that deficient English skill quality of English students caused by several things such as student's English skill inequality, there is no written and spoken English test for students to continue their study at university level, and students have not mastered basic material pervasively yet. Those cases can be solved by equalizing English materials before going up to university level. The students must have English camp held by every university for two weeks. The English materials learned in English camp is the materials that should have been mastered in the upper secondary level of education such as tenses, preposition, pronoun, and verb. They do not need to be taught those materials anymore in campus, so their English learning will always be in progression.

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Teaching Reading Skills in English as a Foreign Language: Students' Reading Comprehension and Reciprocal Teaching Technique at One Public Junior High School in Sarolangun

Ummu Aflah, and Kaspul Anwar

Jambi University

Junior high school students face a variety of problems in reading EFL reading texts (e.g. understanding the gist of the texts). This classroom action research was intended to apply the reciprocal teaching technique in teaching readings for junior high school students. The aim of this study was to find out whether teaching reading through the reciprocal teaching technique can improvestudents' reading comprehension, particularly the narrative texts.Observation and tests were used to collect the data. Due to logistic limitations, this study involved two cycles. The findings of this study indicated that based on the observation data, students' participation in the second cycle was 92.85% and the results of the test indicated that 78.95%. of participants obtained good scores in reading narrative texts. This research provided information that the reciprocal teaching technique might be used as one of the alternative techniques in teaching reading in EFL classrooms. Suggestions and teaching implications are also discussed.

Key words: Reading comprehension, reciprocal teaching technique, junior high school

INTRODUCTION

Nowadays, English becomes a very important language as an international communication tool. As an international language, it has commonly been used in various aspects of life such as in culture, economics, business, politics and also in education. The important activity for students particularly Junior High School in teaching English process is reading beside listening, speaking and writing. Teachers meet a serious situation that learner in Indonesia especially in Jambi, the students have difficulties in reading English text well. Comprehension is a function of working memory and begins at the word level (Just & Carpenter, 2002; Kirby, 1988). The students will have many problems to comprehend the reading text such as the meaning of text, and the structure of sentences.

Based on reality, most of the English test items contain those reading texts. It means, if the students do not understand about the text in a test, they will be difficult to fulfill the passing grade. In the words of Rowe (2005), in order to prepare students for their future roles in life, teachers need to ensure that cognitive and metacognitive reading skills are explicitly taught to their students. For example, in reading activity students have known how to pronounce the words, but it occurs without understanding the meaning. In that condition, for the other students they can look up the dictionary to find the meaning of the difficult words, but not for the lazy ones. Then, they actually know the meaning of the words, but they get difficulties to convey the meaning of the whole paragraph. Moreover, the student lose their focus and consequently they are busy to chit-chat with other friends and consider that reading a text was not an interesting activity in learning English. Those problems are barrier for students to improve their reading skill and for teachers need a good teaching strategy ,particularly reading activity in order to make the students become active, enjoy and they comprehend about the main point of reading text.

Furthermore, studies on the use of the reciprocal teaching strategy have shown positive impacts on learners' reading comprehension. For example, in Sweden,

Reichenberg and Lofgren (2014) found that after a three-month reciprocal intervention, grade three students living in a socially-disadvantaged neighbourhood demonstrated a significant increase in reading comprehension of Swedish texts. Similarly, Arif (2014) observed an improvement in the reading comprehension of 17 eleventh grade students of Muhamaddiyyah Secondary School, Pontianak, Indonesia after a reciprocal teaching intervention. The texts are presumed to be English texts. The literature has shown that reciprocal teaching which can improve comprehension skills of struggling readers whose skills are compromised due to social and intellectual circumstances.

THEORETICAL FRAMEWORK

In the words of Pearson and Duke (2002), Reading research suggests an urgent need for educators to teach comprehensive strategies at all grade levels from the very youngest children to high school students. Meanwhile Nunan 2004) and Khalily and Seyvandzadeh, (2008) defined that reading is an interactive process involving the utilization of both real-world and linguistic knowledge. Palincsar and Brown (1984) discussed about a teaching method which aims to equip subjects with techniques to increase the use of metacognition and reading comprehension strategies. Their program is called reciprocal teaching (RT). In the words of Palincsar, David and Brown (1989), Reciprocal teaching is an instructional procedure originally designed to enhance students' reading comprehension. The procedure is best characterized as a dialogue between teacher and students. The term "reciprocal" describes the nature of interactions: each person acts in the response to the others. The dialogues structured by the use of four strategies: predicting, questioning, clarifying and summarizing. Buehl (2001) stated that Reciprocal teaching provided a window into the thinking of proficient readers as they problem-solve their way toward meaning. Students were conditioned to approach reading as an active and strategic process and to learn behaviours that would help them become more independent readers, capable of handling increasingly sophisticated material.

Reciprocal teaching was carried out with small groups working independently, and students took on leading roles in reading lessons. The four strategies are: ***Predicting:*** At critical points in the reading of the text, students are to pause to draw and test inferences from the text about future content. ***Questioning:*** The text is read and questions are posed about the content. When questioning the text, students are to concentrate on the main ideas and check their immediate level of understanding. ***Clarifying:*** While the text is being read, students are to critically evaluate the meaning of unfamiliar words and phrases and to draw upon the collective knowledge of the team members. In addition, they are to seek the essence of ideas, main ideas and themes contained in the text. ***Summarising:*** When summarising, students are to re-state the main ideas and themes in their own words to ensure that they have fully understood them.

However, Oczkus (2003) added that reciprocal teaching was flexible and might be modified, and instructors were not restricted to following a prescribed set of instructional routines. Palincsar and Brown (1984) suggested that heterogeneous groupings by age or by reading proficiency level might maximize the advantages of the reading process by offering students more effective peer models, apart from those models provided by the instructor. In view of classroom management, reciprocal teaching might be modified and carried out during read-aloud lessons. The goal of reciprocal teaching is to construct the meaning of the text and to check comprehension.

Peng and Wang (2015) also added that in reciprocal teaching, the acquisition of the strategies is not the ultimate purpose of instruction In the other words, the teacher is an instructor for the process, explaining and drawing a conclusion about the text together with the students. According to Doolittle, Hicks, Triplett, and Nichols (2006), the general methodology of reciprocal teaching involves the instructor and students reading a section of the text in small groups.

METHODS

The study was designed as an classroom action research conducted in a junior high school with eighth grade student at one public junior high school in Sarolangun, Jambi province during their English lesson particularly in reading with the aim to find out whether teaching reading through the reciprocal teaching technique can improve students' reading comprehension, particularly the narrative texts. The classroom action research was taught by using reciprocal teaching technique with a total 19 participants consist of 6 male and 13 female.

In collecting data, the researcher used observation and test. The observation was conducted to find out the student' active participation in reading activity with reciprocal teaching technique in pre-, while and post reading stages. The researcher used observation checklist in this stage study. Then, test was conducted to find out the students' reading skill uderstanding of the narrative text. Due to the limitation, this study involved 2 cycles. There are 3 meetings each of cycle, 2 meetings by using reciprocal teaching and 1 meeting was conducted by using a test.

FINDINGS AND DISCUSSION

The first part focused on the data obtained from the observation checklist during the application of action in cycle 1 and 2.

Table 1 : Students' active participation of cycle 1

No	Stage Activities	Meeting 1	Meeting 2	Average/ Stage
1	Pre reading	100%	100%	100%
2	While reading	42.86%	57,14%	50.00%
3	Post reading	66,67%	66,67%	66.67%
Average/Meeting		69.84%	74.60%	72.22%

The finding of the students' active participation were based on the data obtained from the observation checklist during the implementation of reciprocal teaching technique in the teaching and learning process of reading English text in this cycle.

Pre-reading

The teacher introduced and explained the step of reciprocal teaching technique, explained about narrative text, the purpose and generic structure. The students' performance at the first meeting showed that the students paid attention to the teacher's introduction and explanation of reciprocal teaching technique and narrative text. In pre reading of the first meeting, the students' active participation was 100%. Meanwhile, the students' performance in pre reading stage of the second meeting was 100%.

While reading

In these activities, the students worked in groups consisted of 4 or 5 students to discuss and comprehended the text, did the exercises that were provided by the researcher. The level of the students' participation in this stage of meeting 1 was 42,86%. The participation of the students in the second meeting was 57,14%, the students' participation in the second meeting of this cycle increased more than the first meeting. The average percentage was taken from 42.86% + 57.14% : 2 = 50%.

Post reading

In this stage, researcher gave some feedbacks especially on the students in answering the questions and concluding learning material and providing a chance for the students to ask some questions related to reciprocal teaching technique and the content of the text. Meanwhile, the students' participation in this stage was 66.67%. The students' participation in the second meeting was the same with the first meeting. it was 66.67 %. The average percentage was calculated from 66,67% + 66.67% : 2 = 66.67%.

Based on the analysis of the teaching learning process in cycle 1 that covered two meetings in which meeting consisted of three stages: pre reading, while reading, and post reading activities, it indicated that the students' average score for active participation was 72,22%. The average percentage was taken from 69.84% + 74,60% : 2 = 72,22%.

Table 2 : Students' active participation of cycle 2

No	Stage Activities	Meeting 1	Meeting 2	Average/ Stage
1	Pre reading	100%	100%	100%
2	While reading	71.42%	85,71%	78.56%
3	Post reading	100%	100%	100%
Average/Meeting		90.47%	95.23%	92.85%

Pre-reading

The average of the students' participation in pre reading stages of cycle 2 (meeting 1 and 2) was 100%. The average percentage was taken from 100% + 100% ÷ 2 = 100%.

While reading

In short, the average of the students' participation in during reading stages of cycle 2 (meeting 1 and 2) was 78,56%. The average percentage was taken from 71.42% +85.71% ÷ 2 = 78.56%.

Post-reading

In short, the average of the students' participation in post reading stage of cycle 2 (meeting 1 and 2) was 87,33% (equal to very good). the average percentage was taken from 83,00% + 91,66% ÷ 2 = 87,33%. Based on the analysis of the teaching learning process in cycle 2 that consisted of two meetings in which meeting consisted of three stages; pre reading, while reading, post reading activities, it indicated that the students' average score for active participation was 92.85%. The average percentage was taken from 90.47% + 95.23% = 92.85%. The second part focused on the data obtained from

the test about students' reading skill understanding of cycle 1 and 2. In this part, researcher apply pre- and post test.

Since the teacher gave the students test to measure their reading skills in understanding a narrative text after being treated or implemented reciprocal teaching technique. In the reading test form of written test of literal comprehension, the test consisted of 20 multiple choice.

Table 3 : Students' reading skill understanding scores in the application of reciprocal teaching technique in cycle 1

No	Criteria of Success	Student's Score
1	The students' average score of reading skill test is ≥ 80	73.94
2	70% of the students gain score ≥ 80	57,89%

Based on the result of the test conducted in cycle 1, it indicated that out of 19 students, only 11 students (57.89%) of them got score ≥ 80, and 8 students (42,10%) of them got scores < 80.00. It didn't fulfill the indicator of the performance. To fulfill indicator of the performance, 70% students had to get score ≥ 80,00.

Table 4 : Students' reading skill understanding scores in the application of reciprocal teaching technique in cycle 2

No	Criteria of success	Student's score
1	The students' average score of reading skill test is ≥ 80	81.84
2	70% of the students gain score ≥ 80	78.95%

Based on the result of the test conducted in cycle 2, it indicated that out of 19 students, 15 students (78.95%)get score ≥ 80,00 and 4 students (2105%) get score < 80.00.It fulfilled the indicator of the performance.

CONCLUSION

Based on the findings, the second cycle of students' participation in the learning process increased to 92.85% from the first cycle is 72.22%, scores of students test from the first cycle of 57.89% to 78.95% in the second cycle. As a result, the next cycle did not need to be continued and the researcher stopped the research and reported the research and based on the findings and discussion of the research, it can be concluded that application of reciprocal teaching technique in reading was successful to improve students reading comprehension and students' active participation in teaching learning process.

In this study, the researcher used narrative text for students to attract reading and understand the text in the form of a story or fairytale. A narrative text is a text that tells a story and , entertains the audience. So, based on the narrative text, students not only to read, understand the contents of the story by reading or know the topic, but also to be an entertainer for the students themselves to make them into because they can understand the text easily. Based on the study the researcher attracted the students' attention by providing them a story that has often been heard before. The findings have shown us EFL teachers to find a good teaching strategy to teaching certain texts in

English and it also can be used as a reference for the same field research. Suggestions and teaching implications are also discussed.

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An Analysis of Students' Ability in Predicting Information on the Narrative Texts through Pictures at One Senior High School in Tebo, Jambi

Yulia Wiji Astika, Bimbi Mukhtar, and Ramzil Huda

Jambi University

The aim of this study was to describe the students' ability in predicting information on the narrative texts through picture stories. The population of this study was the second year students at one Senior High School in Tebo, Jambi. The total members of the population was 164 students. To get the sample, the stratified cluster random sampling was used. Two classes were taken, one class was from natural science and the other was from social science. The data of this study were gathered using a reading test on the narrative text in the form of multiple choices. To know the reliability of the test, the test was tried out and the result was 0.90. The findings of the study indicated that the ability of the students to predict information on the orientation of the narrative texts using picture stories was moderate. It was also found that the ability of the students to predict information on the complication of the narrative texts using picture stories was moderate and the ability of the students to predict information on the resolution of the narrative texts using picture stories was also moderate. Based on the findings, it can be concluded that the ability of the second year students to predict information on the narrative text using picture stories was moderate. The findings of this study provided information that teachers were recommended to explain more comprehensively about the material of predicting information on the narrative text using pictures and give more exercises to students to improve their ability to predict information on the narrative texts using pictures. The findings shed the light on the EFL teachers in order to improve their techniques to make EFL students able to understand the certain texts which are willingly or unwillingly found in learning English.

Key words:predicting information, pictures, reading

INTRODUCTION

Reading is one of language skills. It is an important skill for students in learning English because the success of their study depends on their ability in reading. If their reading skill is not good, they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. Reading is the way for people to get some knowledge. Therefore, reading is an activity that students should do. If the students can not comprehend the content of the book that they are reading, they will not get information from the book. In addition, Linse (2005) stated that reading activity did not only dealt with reading word by word or translated the word, but also comprehended what the important point from the book that they were reading.

The students had difficulties to comprehend a text when the students read the text, they translated the text word by word. Furthermore, most students did not try to comprehend the text, they only focused on difficult word that they found in the text. It was useless although they knew the meaning of each word, but they could not understand it. This problem was often faced by students in reading. That is why the

teacher should use good strategy to teach in order to improve students' reading ability. One of strategy was predicting. Predicting is one of strategies to know or to get information before reading a text. According to Huegli, (2008), predicting will prepare your reading. It means that if you predict before you read, you will get information first. This strategy will help students in understanding the text more deeply. As you know, there are some kinds of predicting such as predicting information from chart, map, and picture that are commonly used in reading. Predicting information through pictures means that a reader can use pictures to predict what will be discussed in the text. There are many kinds of text that are learned by students in reading, and one of them are narrative text. Barwick (1998) said that narrative text was a text that relates to a story. The story was continued by series events.

The importance of reading stated by Mikulecky and Jeffries (2004) was reading was the key to improve your English. It gave you opportunity to communicate with the language. Reading was gratified, so you were likely to spend your time. It built your personal language of English. In reading, the students learn about grammar, vocabulary, comprehension, and good writing. It means that you can improve your language if you read. Furthermore, there are many advantages of having reading skill. The more you read, the more you get.

The involvement and the importance of predicting information in reading text have been studied by researchers (Aprianus, 2010; Meutia, 2013; Safaah, 2014).

In general, the purpose of this study was to describe the ability of the second year students at one Senior High School in Tebo, Jambi to predict information in orientation, complication, and resolution of narrative text using picture stories.

THEORETICAL FRAMEWORK

Seyler (2004) stated that reading was the process to get and construct the meaning from a word or cluster words. Meaning is found in category of words not in complete sentences. In some of context, only a word or two that explains the meaning. It means that not all words have meaning. When we are reading, we can exceed the words which are not important and do not have meaning. Reading is not only understanding a word and grammar. It is not only translating a word. It means that reading is to understand a text and to not understand and translating a word, but it comprehends the context of the text. Mikulecky et al (2004) defined that comprehension was part of life. When your brain gave new information, it looked a connection from information that you had already had. You made connection between what you were reading and what you had already had. Sometimes the connection happened by itself moreover when the information attracted you. It was supported by Diaz-Rico (2004) who stated that comprehension was the key of meaning. Reading strategy was the way that the reader used to comprehend the text and one of them was predicting from pictures.

Predicting is one of strategies to describe the content of the text before reading. Predicting makes you understand better because you think about what you will read. Huegli (2008) said that predicting would prepare your reading. It means that if you predict before you read, you will get information first. It means that predicting is one of strategies in reading that help you become a good reader. When you preview for looking information then you make guesses about what in the text is, it is called predicting.

Predicting makes you understand better because you think about what you will read. Furthermore, according to Mikulecky et al (2004), understanding the word and grammar was not sufficient, you should make connection between your idea and information in your reading. This means that you can use information that you have to get a conclusion. Good reading needs an active mind, the reader makes prediction about the material that they are reading. Then they try to guess what is going to come next. It means that predicting is one of strategies in reading that helps you become a good reader.

Huegli (2008) indicated that there were some ways of predicting: thinking about title, pictures, subject firstly, and then predicted what the text told about. In addition, there were some steps for improving ability to predict: looking at the picture, telling, discussing, making conclusion about the story, comparing the information of the story with the information that we had already had, predicted what would happen after listening the students' experiences, and then thinking about was the correct predictation.

Picture is important media in learning reading. It can make the learning process become interesting and enjoyable. Picture can pilfer the students' attention and motivate the students. Picture is very important in teaching reading because it can help you to make predictions about what will happen in the next of story. Picture is an object that gives an instruction. We will get information and instruction from it. In more detail, Public Relation Sydney (2008) declared that the importance of picture are picture pilfers attention, picture tells a story, and picture extends a massage fast. There are some pictures that can be used in learning to read. They are picture card, picture stories, wall picture, and serial picture. Serial picture is appropriate with narrative text because narrative text is a text that relates a story and the story continued by series event (Barwick, 1998). Narrative text has generic structure that consists of orientation, complication, and resolution.

METHODS

The researcher used descriptive method to describe the students' ability in predicting information on the narrative texts through picture stories. The population of this study was the second year students at one Senior High School in Tebo, Jambi. The members of this group were 164 students. They were divided into six classes; XI IPA I, XI IPA II, XI IPA III, XI IPS I, XI IPS II, and XI IPS III. The selected classes (XI IPA III and XI IPS II) became the sample of this study. XI IPA III consisted of 28 students and XI IPS II consisted of 26 students. However, the final and total samples were 54 students.

To select the sample, the researcher used stratified random sampling. Stratified sampling was used since the population is in different strata. One class was from natural science and one class was from social science. The use of random sampling was due the similar characteristics of population for each cluster. They were homogenous because they had same allocated time, curriculum, syllabus, and teaching material in learning English.

In collecting the data, the researchers did some steps. First, *getting permission*, in this step, researcher asked the permission to headmaster and teachers in the school by giving the formal letter before conducting the study. Second, *the researcher gave the test to the sample of the study*, in this step, the researcher explained to the students what they would do and then the researcher gave the question to the students and the students answered the question about 30-45 minutes to answer the questions. The third step, *the*

researcher collected the test. Fourth step, *the researcher checked the students' answer sheet,* in this step, the researcher gave score 1 for the correct answer and 0 for the wrong answer then the researcher counted the total score for each student

FINDINGS AND DISCUSSION

In this study, the reliability for Hard Science was 0.90 and also for Social Science was 0.89, meaning that the test was reliable.

Data of students' ability in predicting information of narrative text using pictures

In this part, there were 30 items that included orientation, complication, and resolution. After the scores of the students' answer were checked, then the researcher analyzed them to find out the number of students who got high, moderate, and low ability.

Table 1. The classification of students' ability in predicting information of narrative text using pictures (natural science)

The Score Range	Classifications	Frequency	Percentage (%)
>25.76	High	6	21.43%
Between 14.66 until 25.76	Moderate	16	57.14%
<14.66	Low	6	21.43%

The table indicated that the students' ability was from natural science in predicting information of narrative text using pictures was moderate. It indicated that 16 students (57.14%) with the score ranging from 14.66 until 25.76 were classified into moderate category.

Table 2. The classification of students' ability in predicting information of narrative text using pictures (social science)

The Score Range	Classifications	Frequency	Percentage (%)
>24.93	High	4	15.39%
Between 14.69 until 24.93	Moderate	18	69.23%
<14.69	Low	4	15.39%

The table indicated that the students' ability from Social Science in predicting information of narrative text using pictures was moderate. It indicated that 18 students (69.23%) with the score ranging from 14.69 until 24.93 were classified into moderate category.

Table 3. The classification of students' ability to predict information about orientation of narrative text using picture stories (natural science)

The Score Range	Classifications	Frequency	Percentage (%)
>9.55	High	9	32.14%
Between 5.09 until 9.55	Moderate	16	57.14%
<5.09	Low	3	10.71%

The table indicated that students' ability from natural science who predicted information about orientation of narrative text using pictures was moderate. It indicated that 16 students (57.14%) with the score ranging from 5.09 until 9.55 were classified into moderate category.

Table 4. The classification of students' ability to predict information about orientation of narrative text using picture stories (Social science)

The Score Range	Classifications	Frequency	Percentage (%)
>8.11	High	2	7.69%
Between 4.97 until 8.11	Moderate	24	92.30%
<4.97	Low	0	0 %

The table indicated that the students' ability from Social Science who predicted information about orientation of narrative text using pictures was moderate. It indicated that 24 students (92.30%) with the score ranging between 4.97 until 8.11 were classified into moderate category.

Table 5. The classification of students' ability to predict information about complication of narrative text using picture stories (Natural science)

The Score Range	Classifications	Frequency	Percentage (%)
>10.20	High	4	14.29%
Between 5.44 until 10.20	Moderate	21	75.00%
<5.44	Low	3	10.71%

The table indicates that the students' ability of students from natural Science who predicted information about complication of narrative text using pictures was moderate. It indicated by 21 students (75.00%) with the score ranging from 5.44 until 10.20 were classified into moderate category.

Table 6. The classification of students' ability to predict information about complication of narrative text using picture stories (Social science)

The Score Range	Classifications	Frequency	Percentage (%)
>10.50	High	4	15.39%
Between 5.50 until 10.50	Moderate	20	76.92%
<5.50	Low	2	7.69%

The table indicated that the ability of students from Social Science who predicted information about complication of narrative text using pictures was moderate. It indicated that 20 students (76.92%) with the score ranging from 5.50 until 10.50 were classified into moderate category.

Table 7. The Classification of students' ability to predict information about resolution of narrative text using picture stories (Natural science)

The Score Range	Classifications	Frequency	Percentage (%)
>6.96	High	10	35.71%
Between 3.18 until 6.96	Moderate	16	57.14%
<3.18	Low	2	7.14%

The table indicated that the students' ability from natural Science who predicted information about resolution of narrative text using pictures was moderate. It indicated that 16 students (57.14%) with the score ranging between 3.18 until 6.96 were classified into moderate category.

Table 8. The classification of students' ability to predict information about resolution of narrative text using picture stories (Social Science)

The Score Range	Classifications	Frequency	Percentage (%)
>6.92	High	7	26.92%
Between 3.62 until 6.92	Moderate	18	69.23%
<3.62	Low	1	3.85%

The table indicated that the students' ability from Social Science who predicted information about resolution of narrative text using pictures was moderate. It indicated that 18 students (69.23%) with the score ranging between 3.62 until 6.92 were classified into a moderate category.

CONCLUSIONS AND POLICY IMPLICATIONS

The aim of this study was to describe the students' ability in predicting information on the narrative texts through picture stories. The data of this study were gathered using a reading test on the narrative text that contained orientation, complication, and resolution in the form of multiple choices.

Based on the findings of this study, it indicated that the ability of the second year students at one senior high school Tebo, Jambi in predicting information of narrative text using pictures was moderate. It indicated that 16 students from natural science (57.14%) and 18 students from social science (92.30%) had moderate ability. The ability of the second year students to predict information about orientation of narrative text using picture stories was also moderate. It indicated that 16 students from natural science (57.14%) and 24 students from Social Science (92.30%) had moderate ability. The ability of the second year students to predict information about complication of narrative text using picture stories was moderate. It indicated that 21 students from natural science (75.00%) and 20 students from Social Science (76.92%) had moderate ability. The last, the ability of the second year students in Tebo, Jambi to predict information about resolution of narrative text using picture stories was moderate. It indicated that 16 students from natural science (57.14%) and 18 students from social science (69.23%) had moderate ability.

Recommendations and implications for teacher and student can be drawn from the findings of this study. For the teachers are suggested to explain more comprehensively about the material of predicting information about narrative text using pictures and give more exercises to students to improve their ability to predict information of narrative text using pictures. The students are suggested to learn and do more exercises to improve their ability in predicting information of narrative text using pictures. The findings shed the light on the EFL teachers in order to improve their techniques to make EFL students able to understand the certain texts which are willingly or unwillingly found in learning English

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Classroom Management in Teaching English at one public senior high school in Jambi City: A qualitative study

Maruli Hutagaol
maruli_hutagaol@yahoo.co.id
Jambi University

The purpose of this qualitative study was to explore how the classroom management in teaching English had been implemented at one public senior high school in Jambi City. The theoritical framework of classroom management was used to guide the study. The data were collected through interviews and observations with participants. The data were analyzed line by line to find the codes and themes related to the focus of the study. The findings of this study indicated that the aspects of classroom management involved: (1) checking attendance, (2) collecting the students' work, (3) distributing of materials and equipment, (4) gathering the information from students, (5) recording data, (6) maintining files, (7) presenting learning material, and (8) giving the task/homework. The findings of this study provide evidence that the classroom management in teaching English is need to be implemented well by the teachers to reach the goals of teaching and learning English at school and classroom levels. Recommendations for future research and practices are also discussed.

Keywords: Classroom management, English teaching and learning

INTRODUCTION

Teachers are the key figures in learning processes. They fundamentally influence their students' progress to achieve the desired results. Teachers play very important roles in educational practices because teachers conduct a learning teaching process, which is one of the cores of the educational activities. In addition, teachers need strategies and methods to maintain a conducive classroom environment so that students are successful in learning process and in gaining the learning objectives. To create a success-oriented classroom, teachers not only play their role in lecturing or preparing but they also have to manage the classroom. Classroom management skills can help teachers to maintain the classroom and make them more effective. Eventhough, sometimes things do not work as well as teachers have planned.

There are many reasons for this, for example, many teachers find a difficulty when students fail to cooperate. It can disrupt the learning which should be taking place, when individuals get out of controlling; lesson has to stop while the teachers reestablish order. Such moments of disruption can be unsettling, not just for teachers but also for students, especially since they are as classroom manager; it is to promote students' success. Therefore, classroom management influences the achievement of the students. Teachers have to know how to manage the classroom well. Cooper in Mudasir (2011) said that classroom management was the whole of teachers' activity to improve the positive behaviors of students and to reduce the negative behaviors of students. Teachers are required to understand the basic components in conducting learning activities in the classroom. One of the indicators of a professional teacher has the ability to manage the classroom. The purpose of this qualitative study was to explore how the classroom management in teaching English had been implemented at one public senior high school in Jambi City.

METHODS

The purpose of this qualitative study was to explore how the classroom management in teaching English had been implemented at one public senior high school in Jambi City. I used a qualitative research design to get the data about the classroom

management that was already implemented in the school. I conducted interviews and observations. This research involved the second grade students of IPA and an English teacher, there were thirty-eight students, thirty four were females and four were males. Interviews were conducted with the English teacher with questions related to the classroom management, while observation was done with a checklist related to aspects of classroom management. Observation was employed with the English teacher during the teaching and learning processes. This study focused the eight specific aspects of classroom management such as (1) checking attendance, (2) collecting the students' work, (3) distributing of materials and equipment, (4) gathering the information from students, (5) recording data, (6) maintining files, (7) presenting learning material, and (8) giving the task/homework (Rukmana 2011).

FINDINGS AND DISCUSSION

The findings in this study showed that all the aspects of classroom management were conducted by the English teacher at the research site. However, in this paper, I just reported the results of the observation of an English teacher.

Table I: The observation results

No	Items	First Meeting		Second Meeting		Third Meeting		Fourt Meeting	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Teacher checks the students' attendance list before starting the lesson.	√		√		√		√	
2	Teacher collects the result of students'work.	√		√		√		√	
3	Teacher checks the result of students' work.	√			√	√		√	
4	Teacher give score to the students' work.	√		√		√		√	
5	Teacher save the data about activities in the classroom.		√	√			√	√	
6	Teacher writes the score of students' work in individual or group.	√		√		√			√
7	Teacher distributes the tool and material fairly.	√		√		√		√	
8	Teacher gives information about the material that have to be done by the students.	√		√		√		√	
9	Teacher asks the students' work that must and have finished to be done.	√		√		√		√	

10	Teacher gives homework.	√		√			√		√
11	Teacher can work together and show the friendship.	√		√			√	√	
12	Teacher gives warning to the students in good time about the trouble that may happen in the classroom.		√	√		√		√	
13	Teacher can share the attention toward the activity that is occuring in the same time.	√		√		√			√
14	Teacher asks the students to keep practice, report and give respond based on the activities given.	√			√		√	√	
15	Teacher gives clear explanation and key in conveying the lesson.	√		√		√		√	
16	Teacher controls students' behavior who have problems and difficulties.	√		√		√		√	
17	Teacher can give the solution about the problem that happen in the group.	√		√		√		√	
18	Teachher handles the students' behavior and try to find the solution.		√	√			√		√

The table above showed that the teacher checked the students' attendance list before starting the lesson from the first until to the fourth meeting. The teacher also used to collect the result of students' work after the teacher gave the assignment as the teacher directly asked the students to collect their work. Additionally, the teacher checked the result of students' work and directly gave the score based on their work and to keep teaching and learning activity in the classroom teacher saved the data about her activities in the classroom. After giving the task to the students, teacher did not forget to write the score of students' work in individual or group based on their achivement in understanding the material. Before starting the class, the teacher did not forget to distribute the tool and material fairly. The teacher also did not forget to give the information about the material that had to be done by the students in the classroom. After explaining the materials clearly, the teacher gave homework to the students and asked the students' work that had to be done.

Based on the result of the observation from the fourth meeting, it revealed that the teacher and students could work together and show the friendship with the students. The teacher also gave warning to the students in a good time about the troubles that might happen in the classroom. Fortunately in the classroom teacher shared the attention toward activity that was occuring at the same time, if the students did not understand, they asked the teacher directly and responded by the teacher. Also, when teaching and

learnig activity was occuring, teacher asked the students to keep practice, report and give responses to the activities.

The data from the observation indicated that the teacher gave the clear explanation about the lesson. Also, in the post activity, teacher controlled students' bahaviors who had problems and difficulties, they shared each other.

CONCLUSIONS

The purpose of this qualitative study was to explore how the classroom management in teaching English had been implemented at one public senior high school in Jambi City. This study focused the eight specific aspects of classroom management such as (1) checking attendance, (2) collecting the students' work, (3) distributing of materials and equipment, (4) gathering the information from students, (5) recording data, (6) maintining files, (7) presenting learning material, and (8) giving the task/homework (Rukmana 2011). The findings of this study incidated that the English teacher had implemented the aspects of classroom management in teaching English.

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EFL undergraduate student teachers' motivation in learning English at one English education study program-a public university in Jambi

Puti Masurai, and Rahmah
Jambi University

The aim of the study, within the Gardner's (1985) motivational constructs, was to investigate EFL undergraduate student teachers' motivation in learning English at one English education study program-a public university in Jambi. The data were collected through a questionnaire related to instrumental motivation and integrative motivation from 54 EFL undergraduate student teachers. The data were statistically analyzed. The findings of the study showed that most of the students had a moderate degree of motivation toward English learning. Instrumental motivation appeared as the higher level of motivation among the students. In terms of gender and class, the result showed that female students tended to have a slightly higher level of motivation in English learning than male students. The findings of this study indicated that motivation levels could not be ignored in learning English as a foreign language and it is necessary for teachers and educators to pay attention to this issue. Suggestions for future research and practices are discussed in this study.

Keywords: instrumental motivation, integrative motivation

BACKGROUND

Motivation is a particular interest to both teachers and researchers since dozen years because of the crucial role it plays in second language learning. It is believed that without motivation, even learners with the most notable abilities cannot achieve long–term goals (Ushioda, 2010). In the other words, students' ability might not be enough to guarantee the success. Students also need to have a degree of motivation. As EFL learners in English study program of one state university in Jambi, they are obligated to learn English well because they are the candidates of English teacher in the future. But in Indonesia, English is learnt as a foreign language where the students do not use it in daily activities. So, by some students it is not an easy work to motivate them to learn English. By investigating their level of motivation and what kinds of motivation mostly motivate them to learn it, it expected to solve that problem.

The topic related to the motivation in language learning have been studied by several researchers (Khair, 2008 in Bangladesh; Razmudah, 2011 in Indonesia; Wiwolmas, 2011 in Thailand; Nuchnoi, 2011 in Thailand ; Wu, et al; Polat, 2011 in Turkey; and Wong, 2010 in China). However, most of the researchers only focus in one particular motivation. To fill this gap in the literature, this study was to investigate the students' level of motivation in English learning and what mostly motived them to learn English between instrumental or integrative motivation.

THEORETICAL FRAMEWORK

According to Uno (2006), the nature of motivation in learning is an internal and external impetus of the students. Those impetus make the students can change their behavior when they are leaning. In general, the indicators of motivation in learning are: (1) there is a feeling and willingness to be success; (2) there is impetus and needs to learn; (3) there is a hope and goal in the future; (4) there is appreciation in learning; (5) there is an interesting activity in learning; and (6) there is conducive learning environment.

Moreover, Ellis (1994), in an overview of research on motivation, simply asserted that motivation affects the extent to which language learners preserve in learning, what kind

of behavior they exert, and their actual achievement. Woldwoski (1985) explained motivation as "the process that can (a) arouse and instigate behavior, (b) give direction or purpose to behavior, (c) continue to allow behavior to persist, and (d) lead to choose or prefer a particular behavior" (p. 2).

Motivation does not appear as itself. According to Harmer (2001) there are some sources of motivation in learning language. The first list of them is "the society we live in". He believes that motivation can come from outside the class. It can be how the importance of English learning in the society, in the school situation, the cultural image of English, etc. Another source is "significant others". People around the students can be the source how they got motivation. It can be their parents, their teachers, their friends, or even their idol"Curiosity of the students" is also reputed as the sources of motivation by Uno (2006, p.64). The students' inner willingness to know something can be the sources of how they motivate them self. Many factors can affect students' successful in learning. Motivations of English learners are regarded as one of the most important aspect to determine how far the learner can be success. It is believed that students with higher motivation of learning foreign languages tend to perform better than those who have low motivation (Chang, 2005). Instrumental and integrative motivations are the work of Gardner (1985) who carried out historically significant studies of motivation in second language learning in 1985, Brown (2000) stated that motivation was examined as a factor of a number of different kinds of attitudes. Two different clusters of attitudes divided two basic types of motivation called as "instrumental" and "integrative" motivation:

Instrumental motivation is language learning to achieve instrumental goals such as, career, language requirement, job promotion, etc. So the learners with an instrumental motivation want to learn a language because of a practical reason such as getting a great job, passing the examination, or increasing their social status. Integrative motivation is language learning to integrate into the second language culture and groups. So the learners who are more integratively motivated want to learn the language because they want to get to know the people who speak that language. They are also interested in the culture associated with that language. Integrative motivated learners may have significant others such as a boyfriend or girlfriend or family members who speak the language, and heritage language learners typically have a particularly strong integrative motivation for language learning.

METHOD

This study was conducted in one state university in Jambi. The researcher employedfirst year students in English Study program of one state university in Jambi as the population. The researcher decided to usetotal sampling strategy to select the respondent. Questionnaire was used to conduct this survey research. The questionnaire was made based on 6 criteria of instrumental motivation and integrative motivation. The questionnaire format consists of general demographic information of students and students motivation level (Wiwolmas, 2011).

Likert scale of five points will be used to measure the level of learning motivation. Such scale was used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria:

Table 1: **The interpretation of the result**

Mean Range	Interpretation

3,68-5,00	High degree of motivation
2,34-3,67	Moderate degree of motivation
1,00-2,33	Low degree of motivation

(Adopted from Wiwolmas, 2011)

FINDINGS AND DISCUSSIONS

The level of motivation was examined by two kinds of language learning motivation, namely: instrumental motivation and integrative motivation developed by Gardner (1985). The result of this research showed that students' motivation in English learning in average was moderate degree of motivation. Instrumental motivation appeared as the higher motivational level in learning English by the students. The specific distribution per characteristics of instrumental motivation and integrative motivation can be shown in the table below:

Table 2: Distribution per characteristics of instrumental and integrative motivation

No	Descriptors	Total Number	Mean Score	Interpretation Level
1.	**Instrumental Motivation**	**15**	**3,79**	**High**
	➢ students' willingness to achieve a good career	(1,2,3,4)	3,92	High
	➢ students' willingness to pass examination/ college requirement	(5,6,7,8,9,10)	3,80	High
	➢ students' willingness to increase the social status	(11,12,13,14,15)	3,72	High
2.	**Integrative Motivation**	**15**	**3,35**	**Moderate**
	➢ Students' willingness to know the people or a group who speak that language	(16,17,18,19,20)	3,24	Moderate
	➢ Students'willingness to travel to a particular place	(21,22,23)	3,45	Moderate
	➢ Students interest to know the culture, behavior and the custom of target language, students willingness to learn the science of English	(24,25,26,27)	3,30	Moderate
	➢ students willingness to learn the science of English	(28,29,30)	3,43	Moderate
Level of students motivation in English learning in whole			**3,56**	**Moderate**

The differences between instrumental and integrative motivations in the table indicated that every student had different responses for each kind of motivation. Most of

students' agreed that academic purposes had more impacts on their level of motivation. The most affective reasons why they learnt English because they wanted to achieve a good career, wanted to pass examination, and wanted to increase their social status. Though instrumental motivation as the dominant motivation in English learning by the students, integrative motivation also contributed the students to learn English. It was proved by students' responses in answering the questionnaire of integrative motivation. Mean score for the integrative motivation was 3,35, indicating as a moderate degree. So, it can be concluded that both instrumental and integrative motivations have contributions for the students in learning the target language. Chang (2005) stated that students with higher motivation of learning foreign languages tended to perform better than those who had lower motivation. Also, Lilttlewood (1995) noted that in language learning, motivation was the crucial force which determines whether a learner starts on task at all, how much energy the learners disgorges to it, and how long they perseveres.

Most of students' motivation level in this study interpreted as amoderate degree of motivation, and there were no student with a low motivation to learn. It means the students' level to succeed in achieving the target language was also in a moderate level. By this result, motivation in English learning can help them to be better in their class and also help them to achieve the target language.

Level of students' motivation in English learning based on gender

In terms of gender, we divided the level into two categories of gender to see how instrumental and integrative motivations influenced their motivation. Motivation had a different response for male and female students. Male students had a moderate degree of motivation and so did the females. But the higher mean score was gotten by the female students. This result proved the research from Polat (2011) about sex variable in a foreign language learning. He found that male and female had a different system of intelligence, but female system was more suitable in a foreign language learning. He also found that in differentiating English accents, the females tended to be better than the males. The level of students' motivation in English learning was based on gender tabulated in the table below:

Table 3. Level of students' motivation in English learning based on gender

Gender	Respondent (N)	Average Total (X_2)	Level of Motivation
Male	10	3.35	Moderate
Female	44	3.61	Moderate

CONCLUSION AND SUGGESTION

The aim of the study, within the Gardner's (1985) motivational constructs, was to investigate EFL undergraduate student teachers' motivation in learning English at one English education study program-a public university in Jambi. We concluded that students in English study program at one state university in Jambi had a different level of motivation. In average, all of students had a moderate degree of motivation. Instrumental motivation had high level of motivation but integrative had moderate

degree. The female students appeared to have a higher level of motivation than male students.

Motivation is very important in learning and students should realize it. By caring of their academic purposes can make them increase their instrumental motivation and the students are also hoped to give more attention to the language itself and the group who speak English. It can help them to increase integrative motivation and also increase their performance and self-confidence in using English.

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Teaching English at Madrasah: Academic and Non-Academic Challenges

Nuraini, Feti kurniati, and Hadiyanto
Jambi University

This qualitative case study investigated English teachers' challenges in teaching English and their efforts to anticipate the challenges factors in teaching English at two Madrasah Tsanawiyah. Data were collected through a demographic questionnaire and the interviews process from three English teachers. The demographic data were analyzed descriptively. The interviews data were analyzed using within-case and cross-case displays and analyses. The findings indicated that four major themes with their sub-themes that emerged were academic challenges (students' demotivation and low students' basic English ability), non academic challenges (lack of facilities, crowded classroom, and socio-economic level), teachers' effort,

and leader's support. Policy recommendations and implications of findings and future research are also discussed.

Key words: Teaching English as a foreign language, Madrasah Tsanawiyah schools, Challenges

INTRODUCTION

Teaching English in Indonesia has its own potential challenges since it has been an international language for this globalisation era. English has been taught earlier in primary school in the aims of good communication competence. Serving for this purpose, English language teaching departments at universities are enlarging their capacities to train more language teachers in teaching. So, the language teachers, especially English know how to transfer the competence in English to the students.

English language is one of compulsory subjects that is learned by students at madrasah tsanawiyah (an Islamic school model which is similar to junior high school). Eventhough students of madrasah tsanawiyah have learned English starting from madrasah ibtidaiyah (similar to elementary school) for several years, many of them could not reach the desired communicative level of English. It might happen because teaching English as a foreign context for the students of madrasah tsanawiyah is not an easy thing to do. However, it seems that English teachers also struggle to teach their students effectively. Many challenging situations in EFL classrooms at Madrasah influence teaching and learning. Some challenges faced by English teachers at Madrasah such as curriculum, textbook, qualified teachers, lack of support, and affective administration.

Previous research, for example, Rohmah (2009) found that tmost challenges faced by English teachers at madrasah tsanawiyah included limited financial support and limited resources available (materials). Furthermore, she also stated that most of madrasah teachers have been educated within the Islamic education system, which has traditionally had a focus on preparing teachers to teach religious studies, hence there is a high incidence of mismatched teachers; those teaching subjects for which they have not been trained. One study (Kizildag, 2009) from Turkey indicated that English language teachers experienced three main challenges while teaching English including institutional, instructional and socio-economic challenges. Also, Alwasilah (2009) stated that English lesson was the lowest score achieved by madrasah tsanawiyah students. That reason motivated the researcher to see deeply challenges in teaching English at madrasah tsanawiyah.

However, research on English teachers' challenges in teaching English and their efforts to anticipate the challenges factors in teaching English at Madrasah Tsanawiyah is still understudied. To fill this gap in the literature, this study was to investigate English teachers' challenges in teaching English and their efforts to anticipate the challenges factors in teaching English at one Madrasah Tsanawiyah in Jambi.

Teaching English as a Foreign Language in Indonesia: Challenges

Madrasah tsanawiyah or islamic junior high school in Indonesia is one of the basic education levels in the formal education field. This level of education is taken when a student has been graduated from elementary school or madrasah ibtidaiyah. In this level the students will spend at least three years before getting graduation, It starts from grade seven until grade nine. The teaching of English has become increasingly

important as a foreign language in Indonesia. Teaching English in Junior school has existed around the world in many countries where the learners are adolescents (Harmer, 2001). However, there are many challenges faced by teachers in teaching English as a foreign language such as lack of learner motivation, in sufficient time, resources, and materials, over-crowded English classes, background of English teachers, poor ability, and lack of management (Mukminin, Muazza, Hustarna, & Sari, 2015; Gamit, 2012; Khan, 2011 Lynch, 2008; Mukattash, 1983).

For example, in terms of lack of learner motivation, students may not have inspired and interested towards the learning of English language. They have even feared of failure in exams. A study done by Mukminin, Muazza, Hustarna, and Sari (2015) found that Indonesian senior high schools students were lack of motivation in learning English because they learned English due to part of their school curriculum. This finding indicates that teachers need more efforts to encourage students to learn English

With regard to insufficient resources and materials, Mukminin, Muazza, Hustarna, and Sari (2015) found that limited supporting facility was one of the demotivating factors among Indonesian senior high school English teachers. As a foreign language, when English is learnt or taught, it requires long time and adequate resources and materials to create English classroom climates which facilitate teaching-learning process. Furthermore, Khan (2011) argued that there were severals challenges of teaching and learning English as a foreign language in Islamic environmen including background of English teachers, poor English ability, lack of management while Kizildag (2009) stated that there were three types of challenges in teaching English, they are institutional challenges (lack of support from the school or the Ministry of National Education), instructional challenges (a busy curriculum and inappropriate textbooks), and socio-economic challenges (lower socio-economic levels of the parents and lower awareness of the importance of learning English.

METHOD

Design

In this study, we used qualitative research with a case study approach to describe the English teachers' perspective about the challenges and the efforts to anticipate the challenges in teaching English at two Madrasah tsanawiyah. According to Creswell (2007, 2011) and Marriam (1998), case study research involves the study of an issue explored through one or more cases within a bound system. Therefore, in this study, the case study design was chosen as the proper research strategy to explore English teachers' perspective about the challenges and the efforts to anticipate the challenges in teaching English at two Madrasah tsanawiyah. The selection of a qualitative case study approach in this study was because the findings of this study should not be generalized to the other places.

Research Sites and Participants

The site for this study was at two Madrasah tsanawiyah in Jambi. To get the access to the school and teachers, a variety of networking sources were used, including sending a letter from the dean of faculty of education and sending an invitation letter followed up by giving an informed consent form. The participants in this research were three English teachers from two Madrasah tsanawiyah. Their names (pseudonyms) are Latifah, Nani, and Andi. **Latifah** is a senior English teacher at madrasah tsanawiyah. She has spent more than thirteen years in teaching English. She has already achieved her master's degree. **Nina** is the youngest English teachers at Madrasah Tsanawiyah. She has spent more than twelve years in teaching English. She got her master's degree in 2012. **Andi** is a male teacher aged around 26 years old. His career in teaching could be said as a new teacher.

Data Collection, Analysis, and Trustworthiness

The data were collected by doing in-depth interviews and a demographic survey. Interview is the best way to collect the data because we as an researcher interview the participant to find out from them all the things that we cannot directly observe (Patton,1990; Merriam, 1998). We used a semi-structured interview and each participant was interviewed for about 20 – 30 minutes. All interviews were recorded with the consent of the participants and transcribed. The demographic data were

analyzed descriptively. The demographic survey was used in order to get the additional information about the participants. We transcribed the interview data and all the transcripts were analyzed to identify categories or themes related to English teachers' challenges in teaching English and their efforts to anticipate the challenges factors in teaching English at Madrasah Tsanawiyah. To find and describe challenging factors in teaching English, we analyzed and reanalyzed the individual interviews data by using *within-case* and *cross-case displays* (Miles & Huberman, 1994) and connected the data with research questions.

To establish the" trustworthiness" (Lincoln & Guba 1985; Mukminin, 2012), we completed the the following procedures. We conducted the Interview 20- 30 minutes depending on the questions and the conditions. We gave the data back to the participants that had been interviewed to make sure if they agreed or not with the data.

FINDINGS

The purposes of this qualitative case study were to investigate English teachers' challenges in teaching English and their efforts to anticipate the challenges factors in teaching English at two Madrasah Tsanawiyah. The findings of the study indicated that four major themes with their sub-themes that emerged were academic challenges (students' demotivation and low students' basic English ability), non academic challenges (lack of facilities, crowded classroom, socio economic status), teachers' efforts, and leader's support.

Table 1. Themes and sub-themes from the interview data

Themes	Sub-themes
Academic challenges	Students' demotivation Low students' basic English ability
Non-academic challenges	Lack of facilities Crowded classroom Socio-economic status
Teachers' efforts	Giving motivation Playing game Providing textbooks
Leader's support	

Academic challenges

In term of academic challenges, two sub-themes emerged commonly during the interview: students' demotivation and low students' basic English ability. For *students' demotivation or lack of motivation*, all of the participants in this research stated motivation as the major component in learning English. Without having any motivation, students cannot receive the teaching materials easily.

Latifah: yeah, they have less motivation to study English.

The other challenge related to students' demotivation is about students' disconfidence. For example,

Nina: Because most of students are shy to show their ideas. For example,

Also, the participants faced students' laziness as part of students' demotivation.

Latifah: They have to read this, they have to speak this. I think it is a challenge too for me, because they are lazy to speak in English.

For the sub-theme of low students' basic English ability, one common finding is lack of vocabulary. Vocabulary is the most important aspect that students must have in learning a language. Without grammar very little can by conveyed, without vocabulary *nothing* can be conveyed (Wilkins, 1974; Chen, 2009). In this study, all of the participants stated lack of vocabulary that their students' had made the teaching and learning process run ineffectively.

Latifah: The students do not understand when I say the words in English. So, I had to use two languages at the same time and I think it is rather tiring.

Nina: I think the vocabulary is important to the students. But the students do not have enough vocabulary.

Andi: They have lack of vocabulary and it influences their ability.

Non Academic Challenges

The findings indicated that non academic challenges such as lack of facilities, socio economic level, crowded classroom, and school management were the problems that they faced to teach English at Madrasah. All participants commented on *the facilities* at their school as one big challenge for them in teaching English as a foreign language. For example,

Latifah: No, I think I tell you about the truth. The students here only use worksheet. No books from the school… *Also* the facility in this school doesn't support us, we don't have listening a laboratory here."

Nina: No textbooks, they only have the worksheet. So, the students did not have any specific textbooks.

Other non-academic challenge was *students' socio-economic status***.** All the participants described the socio-economic challenges such as lack of support from the families. Working with low socio- economic level students, participants were challenged by parental understandings on the importance of English.

Nina: If parents support their children, unconciously the students are motivated to study. Depending on parents and socio economic factors.

Latifah: You know in the classroom students need a dictionary, But they say that they cannot afford to buy a dictionary because it is not cheap.

Crowded classroom was one of the challenging factors that influenced teachers to teach English at Madrasah. Two participants mentioned that crowded classroom caused uneffective teaching and learning processes. The English teachers could not give full attention to students because they cannot handle the class by themselves. Instead, crowded classes created bad athmosphere in teaching process. For instance,

Latifah: I think it is very crowded, because the ideal class should be not more than thirty students. While in here, we have forty three, forty four, forty five students**.** It is very hot and because sometimes the students are very noisy

Teachers' efforts

The English teachers use the following effort to minimize the challenges in teaching English at Madrasah, the participants in this study did the following efforts such as giving motivation, playing games, and providing textbooks. In terms of giving

motivation, participants in this study explained that giving motivation was the basic effort that they could do for their students in learning English.

Latifah: Ok, before I teach them sometimes I motivate them. English is important to them because lot of work and lot of occupation need English, need English skill. So, before I teach them I motivate them learn English, not only learning English. Learning anything I think. Learning English will help them to get a better life than their parents before, because of the students here come from not good in economic situations.

Nina : I just want to motivate them better in learning English. By giving them motivation, they could increase their willingness in learning and they will understand how important English is for their future.

Additionally, playing game is also another effort that participants used to deal with academic and non-academic challenges. By giving some games that were related to the teaching materials could improve students' willingness in learning English.

Latifah: I motivate the students by giving some games to them.

Nina: Playing a variety of games is one of the things that I do to motivate my students.

Andi: Well, I use games to motivate my students.

Participants in this study also provided their students with textbooks as there was no texts in the school.

Latifah: No, but I still find other books because I think it is important for me and this is important for my students too. That's why I don't care about the school facility. As long as I can give what the students need. I can buy it by myself.

Nina: later on, we could download some materials based on the standard and give it to the students.

Leader's Supports

One of the common themes that emerged in the interview was leader's support in terms of providing the teaching media, providing dictionary for the students, giving training for English teachers, and evaluating teachers.

Nina: from the leader, I think like giving and providing the media, and then by doing supervision

Andi: Taken from Dana BOS, the school provides dictionary for the students.

Surprisingly, Latifah was the one who was teaching in the same place as Nina, but she did not get any support from the leader of school.

Latifah: I have for four years ago asked him to buy one in-focus to make the students, the teacher easier in learning. But the problem is still always always money money, we don't have money money.

DISCUSSION

The purposes of this qualitative case study were to investigate English teachers' challenges in teaching English and their efforts to anticipate the challenges factors in teaching English at two Madrasah Tsanawiyah. It was not easy to determine what mostly challenged English teachers in teaching English as a foreign language at two

Madrasah Tsanawiyah as all of the factors seemed to be involvedly interlinked. However, based on the within and cross-case analyses, we found four major themes with their sub-themes that emerged were academic challenges (students' demotivation and low students' basic English ability), non academic challenges (lack of facilities, crowded classroom, and low socio-economic status), teachers' effort, and leader's support.

Based on the findings, the students' demotivation could be identified as the most challenging factor that English teachers faced while teaching English at madrasah. All the participants thought that demotivation was the key element affecting students' learning process. The students would be easy to understand the teaching materials if they had a good motivation while following the learning process. In this case, the participants found that most of students had lack of motivation in learning process. It was really challenging them in teaching. The finding is in line with what Sadtono et al. (1997) Rahman and Alhaisoni (2013) found that low motivation caused the students have difficulties to achieve good scores in learning English. Additionally, the finding support what Mukminin, Muazza, Hustarna, and Sari (2015) found in their study that students' lack of motivation was one of the most challenging factors in learning English as a foreign language in a non-speaking country.

Furthermore, the finding of this study indicated that most of students had lack of vocabulary and low basic English ability which challenged participants in this study while teaching. Chen (2009) stated that a language without vocabulary, nothing could be conveyed. The participants in this study had to explain and translate the words in Bahasa at the same time. Students' limited basic knowledge in English language was also one of the issues that demotivated teachers to teach as found in Mukminin, Muazza, Hustarna, and Sari's (2015) study.

In terms of non academic challenges, the findings of this study indicated that limited facilities for teaching and learning English, crowded classrooms, and low socio-economic status were the three challenging issues in teaching English at madrasah. However, although participants in this study faced various academic and non-academic challenges, they still had some efforts to motivate their students by preparing games for teaching and learning process to attract students' attention and providing their students with textbooks that they bought with their own money. Surprisingly, although not all participants received support from their leaders, two participants in this study expressed that their school leaders provided them with some supports such as providing the teaching media, providing dictionary for the students, giving training for English teachers, and evaluating teachers.

Policy, programs, and practices implications

Implications for policies, programs, and practices can be taken from the findings of this study. The findings of our study indicated students' limited basic knowledge in English language and students' lack of motivation were the two major challenges for English teachers at madrasah. The findings suggest that school leaders at departmental and school levels could provide *after school programs* for students to learn English at madrasah. They could cooperate with several non-government organizations and with other schools having English extracurricular programs. For lack of teaching materials, school leaders at departmental and school levels could help teachers by cooperating with companies, universities, or public library.

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The IEPC Strategy, Reading Comprehension and ITS Effect on Student Achievement: A Quasi Experimental Study at One Junior High School in Jambi

Oktiana Amri and Andi Fatimah
Jambi University

The aim of this study was to investigate whether or not there was any significant effect of IEPC on reading comprehension achievement of students at One Junior High School in Jambi. The IEPC (Imagine, elaborate, predict and confirm) is one of language teaching strategies in reading comprehension, this strategy can be used to solve student's difficulties in comprehending the texts. The participants of this research were the eighth graders at One Junior High School in Jambi. One group of students was assigned as the experimental group and the other one was assigned as a control group. To collect the data, pre-and post-tests were used. The result of this research showed that t-test value was 4.069, at the level of significance 0.05 with df 54, the value of t-table was 2.00. Also, the t-test value was bigger than t-table indicated that the research hypothesis (H1) was accepted where students who were taught by using the IEPC strategy improved their reading achievement. It is concluded the IEPC strategy can help students to comprehend reading texts.

Key words: Iepc, strategy, reading comprehension, achievement

INTRODUCTION

Reading is still considered a subject that is relatively difficult to be understood by most junior high school students. Students can read the texts generally but, they often have difficulties in comprehending the texts and answer the question. Students who are able to read well will be able to improve their knowledge. By reading, the students can acquire valuable sources and information that can improve their thinking to generate ideas and solve the problems. To be a good reader in EFL reading, she or he should have strategies. According to Oxford (2003), language learning strategies are specific ways used by language learners to understand the learning processes while teaching strategies are the ways that teachers use to motivate students in learning the language.

There are many ways and strategies of comprehending reading texts. One of them is the IEPC (imagine, elaborate, predict, and confirm) strategy. This strategy, according to Wood (2002) is designed to motivate students' interest in reading while simultaneously enhancing their ability to comprehend the texts. This strategy is designed to activate students' prior knowledge on a topic, elicit their thinking and images, set purposes and predictions, and motivate them in order to want to read the selection to follow. The aim of this study was to investigate whether or not there was any significant effect of IEPC on reading comprehension achievement of students at One Junior High School in Jambi.

METHODS

In this research, the researcher used an experimental research. This research was to test the hypothesis and interpret obtained data. The experimental research involved a

study of the effect of the systematic manipulation of one variable on another variable (Ary, et al., 2002; Creswell, 2012).This research used a quasi-experimental design especially "a nonequivalent control group design", because this research used the existing class and the participants were not randomly assigned to groups consist of experimental and control classes (Creswell, 2012; Johnson & Christensen, 2008). In this research, we took the sample from two classes, one as the experimental group (28 students) and the other one as the control group (28 students).

FINDINGS AND DISCUSSION

In the experimental group, there were 28 students' score taken for the pre- test and post- test data. The result of pre-test in the experimental group showed that the lowest score (15) was obtained by one student and the highest score (65) was obtained by one student. The average score of pretest before the IEPC strategy treatment given was 39.46. Conversely, after the treatment of IEPC strategy given, the average scores increased to 18.39 %. The average score of post- test after treatment given became 57.85. The results showed the lowest score (40) was obtained by one student and the highest scores (75) were obtained by three students.

Table 1: The distribution of pre-test and post- test score in the experimental group

Score	**Category**	**Pre-test**		**Post test**	
		Frequency	**Percentage**	**Frequency**	**Percentage**
81- 100	Very good	-	-	-	-
61-80	Good	1	3.57 %	9	32.14 %
41-60	Fair	9	32.14 %	18	64.28 %
21- 40	Weak	17	60.71 %	1	3.57 %
0-20	Poor	1	3.57 %	-	-
Total		28	99.99 %	28	99.99 %

The result of pre-test in control group showed that the lowest score (15) was obtained by one student and the highest score (65) was obtained by one student. The average score of pretest is 38.92. In posttest, the lowest score (20) was obtained by one student and the highest score (70) was obtained by three students. Table 4.1.2 shows the score of distribution in the control group.

Table 2: The distribution of pre-test and post- test score in control group.

Score	**Category**	**Pre-test**		**Post test**	
		Frequency	**Percentage**	**Frequency**	**Percentage**
81- 100	Very good	-	-	-	-
61-80	Good	1	3.57 %	3	10.71 %
41-60	Fair	10	35.71 %	14	50.00 %
21- 40	Weak	14	50.00 %	10	35.71 %
0-20	Poor	3	10.71 %	1	3.57 %
Total		28	99.99 %	28	99.99 %

Based on the data, it was found that the pre-test average score of the experimental group (39.46) was almost the same as that of the control group (38.92), but in the post test, the average score of the experimental group (57.85) was different

from that of the control group (44.46). Additionally, it was found that the value of t-test was 4.069 and then the value of t-table was 2.000 with the degree of freedom of 60 and the level of confidence of 0.05. So, it be concluded that the value of t-test was higher than the value of t-table. In other words, the null hypothesis (H_0) was rejected and alternate hypothesis (H_1) was accepted.

CONCLUSIONS

The aim of this study was to investigate whether or not there was any significant effect of IEPC on reading comprehension achievement of students at One Junior High School in Jambi.

Based on the data analysis, it can be concluded that (1) there was a significant difference on the mean between pretest and posttest scores, where in pretest, the experimental group had the average score of 39.46 while in the posttest, they had the average score of 57.85, suggesting that there was an improvement on students' reading comprehension after students taught by using IEPC strategy. Secondly, it was found that the value of t-test was 4.069. It was higher than the value of critical t in t-table; that was 2.000 with degree of freedom of 60 and level confidence of 0.05. It proved that the effects of IEPC strategy to improving student's reading comprehension had given better results in student's reading comprehension achievement. It means that the IEPC strategy positively affected the reading comprehension achievement of students at One Junior High School in Jambi.

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Language Learning Strategies among Junior High School Students in Learning English

Repblicha Astriyadi, Karmi, and Susiana
repblicha19@gmail.com
Jambi University

The aim of this study was to investigate the language learning strategies that were used by junior high school students at one junior high school in Jambi City. This study used quantitative method with a survey research design. The data were collected by using the Strategy Inventory for Language Learning (SILL) questionnaire and were analyzed in terms of descriptive statistics by using the SPSS 16. This study involved 183 students. The analysis of the data was based on the students' responses to fifty statements consisting of six parts: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies for which they were required to tick any of five alternatives namely never, seldom, sometimes, usually, and always. The study found that the use of overall language learning strategies fell into medium level, meaning that the students sometimes used those strategies. In particular, metacognitive strategies were found as the most frequently strategies used by female students, followed by memory, affective, cognitive, social, and compensation strategies.

Key words: Quantitative, language learning strategies, survey research.

INTRODUCTION

Students have some strategies to improve their ability in English in order to get their goals which can be considered as their language learning strategies. The term 'language learning strategies' seems to be more complex. It is because language learning strategies is the result of direct instruction in the rules of learning where the learners get the knowledge of the target language. Oxford (1990, p.8) stated, "learning strategies are specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation". Language learning strategies are believed to play a vital role in learning a target language, as they may assist learners in mastering the forms and functions required for reception and production in the target language and thus affect achievement (Yang, 2009). The students will get an easy understanding if they apply strategies in increasing their language skills.

The use of appropriate language learning strategies can enhance the capabilities and at the same time it allows students to take responsibility for their own learning with increasing independence and self-direction. Understanding and awareness of language learning strategies can provide valuable insights into the process of language learning. Teachers can provide guidance to students who do not have the knowledge or skills in a particular use of language learning strategies. This research seeks to answer the question of "What are the language learning strategies used by eighth graders in learning English?" The objective was to examine the Language Learning Strategies used by Eighth Graders in Learning English at one junior high school

THEORETICAL FRAMEWORK

Language learning strategies have been defined in various ways. Rubin (1987) gave a broad definition about language learning strategies as "strategies which contribute to the development of the language system which the learner constructs and affect learning directly". Rubin (1987) identified two kinds of learning strategies: those which contribute directly to learning strategies and those which contribute indirectly to learning. The direct learning strategies including clarification/ verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice and the indirect learning strategies, including creating opportunities for practice and production tricks).

On the other hand, Ellis (1986) defines language learning strategies as "strategies consisting of mental and behavioral activities related to some specific stage in the overall process of language acquisition or language use". O'Malley et al. (1985) developed taxonomy of their own identifying 26 strategies consisting of three categories: metacognitive (knowing about learning), cognitive (specific to distinct learning activities), and social.

One of the most applicable definitions that have been most frequently cited in the literature is provided by Oxford (1990). She defines language learning strategy as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". Oxford (1990) classified learning strategies into six groups: memory strategies (which relate to how students remember language), cognitive strategies (which relate to how students think about their learning), compensation strategies (which enable students to make up for limited knowledge), metacognitive strategies (relating to how students manage their own learning), affective strategies (relating to students' feelings) and social strategies (which involve learning by interaction with others).

METHOD

For this study, a quantitative method with survey design was used to investigate Language Learning Strategies among Junior High School Students in Learning English especially in eighth graders used. Researchers distributed a survey to the students to find out the English learning strategy. The total participants of the study were 183 students.

In this research, the researcher used a close ended questionnaire to collect the data. SILL questionnaire ESL/EFL version 7.0 (Oxford, 1989) was used in this research. It measured the types (memory, cognitive, compensation, metacognitive, affective, and social) and frequency of strategy used. The instrument consisted of 50 statements. Items 1-9 were about the effectiveness of memory (memory strategies); items 10-23 represented the mental process (cognitive strategies); items 24-29 were the compensation for missing knowledge (compensation strategies); items 30-38 dealed with the organization and evaluation of learning or indirect strategies (metacognitive strategies); items 39-44 dealt with emotion management (affective strategies); items 45-50 were about learning with others (social strategies). In this questionnaire, each statement included five alternative answers; (5) always, (4) often, (3) sometimes, (2) seldom, (1) never, which is also called the Likert Scale.

FINDINGS

In this study, the findings were collected and analysed from the data of questionnaires that were distributed to all eighth graders at one junior high school in Jambi city. There were two data sets related to the findings of the study: The first was the data from demographic questionnaire and the second was the data from closed-ended questionnaire.

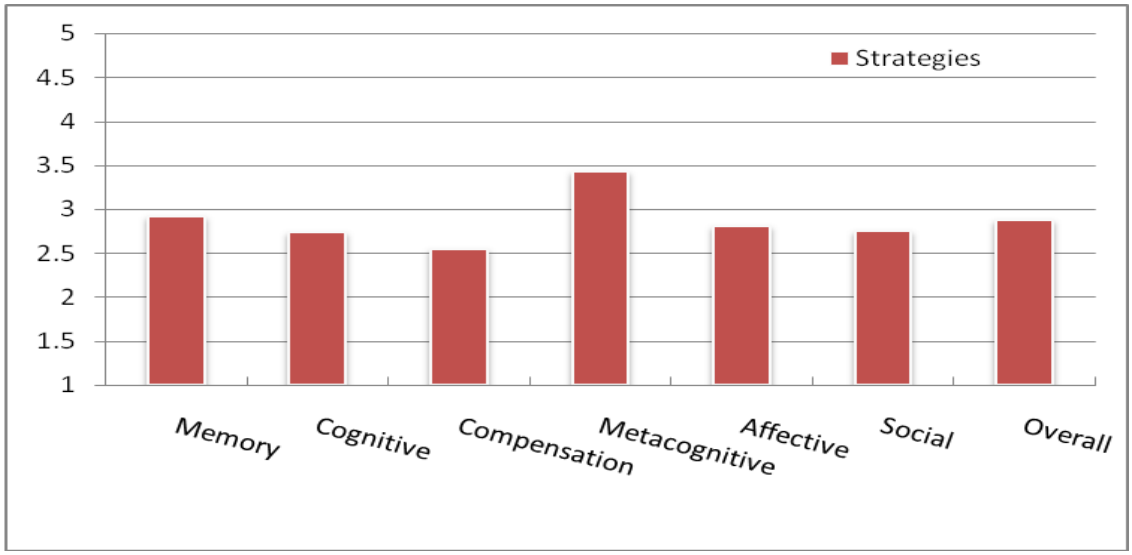
Language Learning Strategies Used by Eighth Graders in Learning English

50 items were given to the participants to ask about their language learning strategies in English. The results indicated that there were six strategies used by the eighth graders at the research site.

Table 1: Language learning Strategies used the eighth graders at the research site

Strategies	N	Mean (M)	Standard Deviation (SD)
Memory	183	2.92	0.61
Cognitive	183	2.74	0.68
Compensation	183	2.55	0.49
Metacognitive	183	3.43	0.71
Affective	183	2.81	0.50
Social	183	2.75	0.70
Overall Strategy Use	183	2.88	0.43

Figure 1: Language learning Strategies used the eighth graders at the research site



The findings implied that each student used more than one strategy. The mean of frequency of overall strategy used was 2.88 and 0.43 for standard deviation, it could be interpreted at a medium degree suggesting that students sometimes used all of strategies in learning English. According to the result, the most frequently used strategy was metacognitive strategies elicited 3.37 for mean and 0.71 for standard deviation, which was at a medium degree. Metacognitive strategies are techniques used for organizing, planning, focusing and evaluating one's own learning. Metacognitive strategies consisted of 9 statements. It indicated that eighth graders had motivation and awareness of the importance of learning English so they monitored their learning to be succsessful.

Nevertheless, Oxford (1990) Green and Oxford (1995) reported that despite the importance of metacognitive strategies, learners rarely or unconsciously used these strategies.

Another strategy receiving a medium interpretation was memory strategies. The mean score for that strategy was 2.92 and 0.61 for standard deviation. Memory strategies are related to how students remember language. In memory strategies, learners used to store and retrieve information. In memory strategies contain 9 statements related to language learning strategies in English. Based on the mean obtained by the eighth graders, they generally did not use the English words in different sentences to remember it or they were in medium degree. According Oxford (1990), that there are some factors to find, apply, and choose language learning strategies. So, after students got a new vocabulary then they applied it in sentences. Eighth graders learned new English words by connected the sound of a new English word and a picture of the word. They also remembered a new English word by using rhymes, identifying a familiar word into first language, and grouping words based on part of speech.

The next strategy was affective strategies elicited 2.81 for the mean score and 0.50 for standard deviation. It was interpreted at the medium degree. Affective strategies contain 6 statements are used for handling feelings, attitudes and motivations. Oxford (1990) referred the term "affective" to emotions, attitudes, motivation and values. Affective factors are always deep into language learning, as they are in all kinds of learning. Positive feelings will result in better performance in language learning. Thus, while learning a new language, learners can gain control over factors related to emotions, attitudes, motivations and values through the use of affective strategies. Additionally, social strategy received a medium interpretation with the mean score of 2.75 and standard deviation 0.70. Social strategies help the learner to work with others and understand the target culture as well as the language and, as Oxford (1990) states "language is a form of social behavior." It was impossible to discriminate language from social interactions. Social strategies contain 6 statements, including asking questions, cooperating with others, and emphathizing with others (Oxford, 1990). While learning a new language one has to get help from more proficient users of the target language.

Another interesting strategy was cognitive strategies with the mean of 2.74 and 0.68 for standard deviation. Cognitive strategies are related to how students acquire knowledge about language. Cognitive strategies enable learners to understand and produce new language. For this strategy, the eighth graders got a medium interpretation or they sometimes used this strategy. Cognitive strategies contained 14 statements. In this strategy, the eighth graders could summarize the information that they heard or read in English. And when they found difficult words and important sentences, they made highlights more often to make them remember the lesson easily.

The last is compensation strategy receiving medium interpretation. The mean for that strategy was 2.55 and the standard deviation was 0.49. Compensation strategies are the strategies that enable students to use the new language for either comprehension or production despite possible limitations in information. Compensation strategies a include such strategies as guessing and using gestures (Oxford, 1990). Such strategies are needed to fill any gaps in the knowledge of the language. Compensation strategies contained 6 statements. Using cognitive strategies more often could enable students to manipulate the language material in direct ways, e.g., through reasoning, analysing, note

taking, summarizing, synthesizing, outlining, reorganizing information to develop knowledge structures and practising structures (Oxford, 1993).

CONCLUSION

The findings in this study showed that the 183 eight graders students at one junior high school in Jambi City used six strategies in learning English. In general, there was no big differences among the frequency of each strategy that the eight graders students reported, all in the medium interpretation. According to the rank order of the frequency of use, the most frequently used strategy was metacognitive strategies and followed by memory strategies, affective strategies, cognitive strategies, social strategies, and compensation strategies. The findings of the current study revealed that metacognitive strategies were most frequently used. In addition, the mean score of the overall strategy use was 2.88, which showed in a medium interpretation.

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Toward a Better Preparation of Student Teachers' Reading Skill: The SQ3R Strategy With Authentic and Simplified Texts on Reading Literacy and Vocabulary Mastery

Robi Soma
Jambi University

The purpose of the quantitative study with a factorial experimental approach was to examine the significant increase and difference of students' achievement in reading literacy and vocabulary mastery after being taught through the SQ3R with authentic texts and simplified texts at one English Study Program Public University in Jambi, Indonesia. The sample of this study was 56 six semester student teachers at one public university in Jambi. To collecting the data, pre-test and post-test techniques were used. The result of paired sample t-test showed that there was a significant progress in students' achievement of reading literacy and vocabulary mastery of both experimental groups. Moreover, the result of independent sample t-test analysis showed that there was no significant difference in students' achievement of reading literacy and vocabulary mastery between both experimental groups as well as level of achievement. The factorial analysis showed that there was an interaction between the kind of texts and students' level of achievement both high and low achievers. Implications of findings and suggestions are discussed

Keywords: authentic texts, simplified texts, high and low achievers

INTRODUCTION

Reading is a way of getting knowledge and is one of the literacy skills which a person needs to understand. Reading literacy is the capability to grasp the gist of a text. It has a very close relationship with writing literacy, that is, the ability of how to express our thoughts as well as ideas on paper. Even though we read every day, we view reading differently depending on our objective. Some people may read for pleasure, whereas some others probably read for information. In terms of academic fields, reading is important to help students get a better understanding about their subjects. Kabilan, Seng, and Kee (2010) stated, "reading is a dynamic, cognitive and interactive process and not merely a process of decoding of codes in printed form but also a process of creating meaning as a result of the transaction between the reader and the text" (p. 128). Nowadays, due to the advanced technology, students can get suitable reading materials they need to support their comprehension of the course taken. At the same time, reading literacy is developed through good reading materials. Meanwhile, Hill (2006; 2008, p. 3) stated, "literacy comprises the four basic English skills namely; reading, listening, speaking and writing". Those four literacy skills play an important role to make the students better at communicating effectively. The concept of literacy is broad covering media literacy, visual literacy, and functional literacy.

The plural form of literacies is now commonly used (Hill, 2006; 2008). Therefore, reading literacy is defined as "understanding, using and reflecting on writing texts, in order to achieve one's goals, to develop one's knowledge, potential, and to participate in society" (OECD, 2009, p. 20). Furthermore, Elley (1992 as cited in Diem,

2011) mentioned that the score of our country in the South-East Asia region in that the Indonesian students reading literacy was very low with the score of 51.7 compared to the Philippines with the score of 52.6, Thailand with the score of 65.1, Singapore with the score of 7.4, and Hongkong with the score of 75.5. Meanwhile, according to the report from the Progress International Reading Literacy Study (PIRLS, 2012), Indonesia mean score is still low, namely 428. It means that it is still lower than the PIRLS scale average of 500.

In relation to reading, however, most students have low motivation. They only read and study for examinations and are reluctant to find out the information through printed, electronic media and online resources from the internet. They belong to both reluctant and passive readers. Some others often get difficulty to catch the idea of the paragraph as the result of not having good vocabulary mastery. Additionally, vocabulary is an important language element to achieve in comprehension. It means that a communication will never occur in the absence of vocabulary. Thornbury (2009, p. 14) stated, "Most learners still get problems in memorizing words because they forget the words soon after they have looked up in a dictionary. The students sometimes get difficulties in expressing their opinions due to the lack of relevant vocabulary to use". In addition, the use of similar idiomatic expressions to express a different sort of thing has become one of the main obstructions for them to master vocabulary.

More importantly, vocabulary mastery is the skill of the language speaker in choosing the appropriate lexical items or words in oral communication and it is important to support the four English basic skills (Wulandari, 2012). Based on the research conducted for more than a half century, some researchers point out that vocabulary is one of the properties that are specific to language that has to be learned. It is not only a list of words but it is a system which is embedded in a language. For example, Cahyono & Widiyati (2008) argued that good vocabulary mastery supported mastery of each language skill, both receptive and productive skills. In relation to the university students' vocabulary mastery, Sutarsyah (2001) stated that the university students had low achievement in reading skills and vocabulary gain. Furthermore, it was also found out that most of the university students had low achievement in vocabulary mastery which might hamper their academic study (Nurweni & Read, 1998).

Coping with the poor reading literacy, the present study proposed the authentic reading texts as one of the alternative solutions to increase students' literacy especially in reading. Sanderson (1999 as cited in Tamo 2009, p. 74) stated, "Authentic materials are materials that we can use in the classroom and have not been changed in any way for ESL students." Furthermore, authentic materials are generally defined as "those written and oral communications produced by members of a language and culture group for members of the same language and culture group" (Galloway, 1998, p. 133 as cited in Moeller, Ketsman and Masmaliyeva, 2009, p. 20). They provide an appropriate sociocultural context for language learning and allow students to read, see, and feel real language purposefully. The reason why authentic materials are good for teaching and learning activities refers to the fact that those kinds of texts are possible to be created "as close an approximation as possible to the world outside the classroom" (McDonough & Shaw, 1993, p. 43 as cited in Moeller, Ketsman & Masmaliyeva, 2009, p. 21). Cho, Ahn and Krashen (2005) stated that authentic texts are beneficial due to the repeated exposure to the same vocabulary. They tended to memorize various words easily since they appear for more than three times in the book. Hence, the students' vocabulary acquisition was better. The researchers took 37 fourth grade students as the

samples of the English as a foreign language in Korea without comparison group. They read a series of Clifford books. The result showed that their reading comprehension ability increased after reading the books.

However, due to certain objectives, a text cannot be presented as it is because of particular grammatical items, foreign culture content and inappropriate level of vocabulary. In other words, a text needs to be simplified to fulfil the school or university curriculum. A simplified text is a text which has been adapted from the original one in terms of vocabulary, grammatical structure. It can be longer or shorter. Generally, simplified L2 reading texts are either adapted from authentic texts or written explicitly for the L2 reader. At the linguistic level, simplified texts are largely modified to control the complexity of the lexicon and the syntax (Crossley, Allen & McNamara, 2011).

Based on the preliminary study with an informal interview with the sixth semester students and the lecturers who taught them vocabulary and reading subjects, we found that the problems of reading and vocabulary were also faced by the research site student teachers. Approximately forty percent of the students got an average score of 70-74, the rest of them (60%) obtained a below average score. Additionally, the results of informal interviews with the lecturers, we found that only 40% of the students had an intermediate level reading ability, while others were below.

Looking at the data, we thought that it was necessary to improve the students' reading literacy and vocabulary mastery and we offered to apply the SQ3R strategy in teaching authentic and simplified texts. SQ3R (Survey, Question, Read, Recite, and Review) (Robinson, 1970) was a reading strategy which was designed to help students improve their comprehension (understanding), memory, and efficiency in reading. This strategy was chosen as studies on the use of the SQ3R strategy in teaching authentic and simplified texts to improve the students' achievement in reading literacy and vocabulary mastery in English as a foreign language has not much been done in Indonesian contexts. The purpose of the quantitative study with a factorial experimental approach was to examine the significant increase and difference of students' achievement in reading literacy and vocabulary mastery after being taught through the SQ3R with authentic texts and simplified texts.

METHODS AND PROCEDURES

The present study used the quantitative study with a factorial experimental approach. In a factorial design, two or more independent variables were involved (McMillan & Schumacher, 2010). This kind of design is used for two primary purposes: (1) to see if the effects of an intervention are consistent across characteristics of the subjects and (2) to examine the unique effect of the independent variables together (this is called an interaction). There were two groups in this study: two experimental groups without control group. In both groups, the students were given the treatment in the form of intervention using the SQ3R with authentic texts for one group whereas the other group was taught using the SQ3R with simplified texts. SQ3R, (Survey, Question, Read, Recite and Review) is a method of teaching English especially reading to the students. This study involved two parallel groups which became both experimental groups, (SQ3R with authentic and simplified texts) with two subjects areas (vocabulary and reading), and two levels of achievements (high and low). To put them into matrix, it would be as follows: 2 x 2 x 2. Both groups were given a pre-test and post-test with the same treatment but with different kinds of texts. In conducting this study, we made two

experimental groups in order to find out the effect of using one teaching method with two different texts in students' reading literacy and vocabulary mastery of the sixth semester student teachers at one English Study Program Public University in Jambi. The diagram of factorial design can be seen in Table 1.

Table 1: Factorial experimental design

R (Random assignment) High Achievers	Pre	Experimental Group 1	authentic texts	(Y1) Reading literacy (Y2) Vocabulary mastery	Post-test
		Experimental Group 2	simplified texts	(Y1) Reading literacy (Y2) Vocabulary mastery	
R (Random assignment) Low Achievers	Pre	Experimental Group 1	authentic texts	Y1) Reading literacy (Y2) Vocabulary mastery	Post-test
		Experimental Group 2	simplified texts	(Y1) Reading literacy (Y2) Vocabulary mastery	

In taking the sample, we administered the International TOEFL Prediction (TOEFL ITP) to the population in order to know the students' English proficiency. The test lasted 3 hours which consisted of: Section1− Listening comprehension 50 items, Section 2− Structure and written expression 40 items and Section 3− Reading comprehension 50 items. The total number of items was 140 items. We used the purposive random sampling technique and chose the participants on the basis of the score gained by the students. The students who got the TOEFL score >450 were categorized as high achievers and those who got <450 were categorized as low achievers. The population of this study was 98 sixth semester students from the regular classes in the academic year of 2012/2013. 56 out of 98 students were taken randomly as the sample of the study in which 16 students were included in the high category and 40 students were included in the low category. They were divided equally into two groups; experimental group 1 (that was taught by using SQ3R with the authentic texts) and experimental group 2 (that was taught by using SQ3R with the simplified texts). In teaching the materials, we used the authentic texts materials from the Jakarta Post daily newspaper and the same texts were simplified by a native speaker and a Ph.D. student from Florida State University, USA.

The data of this study were vocabulary and reading literacy achievement. The technique used to obtain the data was TOEFL ITP: reading and vocabulary sections. The tests were used to measure the reading literacy and vocabulary mastery achievement of the sixth semester student teachers at one English Study Program Public University in Jambi in the academic year of 2012/2013. The try-out was administered at the research site in May 2013. The analysis of Alpha Cronbach showed that reliability coefficient of test items was .897 for vocabulary and .810 for reading. Test items were

considered reliable since the coefficient exceeded .70. In addition, since this coefficient was higher than .70, the test items of reading comprehension were considered valid. Only two items of the vocabulary test were discarded since they were too difficult and were considered invalid. The reading and vocabulary tests were constructed by selecting texts with the readability for the 9^{th}, 10^{th}, 11^{th}, 12^{th}, and 13^{th} reading level. Flesch-Kincaid technique through Microsoft Word was used to measure readability. 28 items of vocabulary test and 30 items of reading test.

The procedure of conducting SQ3R (Survey, Question, Read, Recite, and Review) strategy was adapted from the procedure designed by Robinson (1970). This five-phase procedure was explained as follows. *Survey,* the teacher asked the students to skim the title of the newspaper article, including the introduction, the table of contents and any illustrations, charts or graphs and the summary paragraph. The students were supposed to write unfamiliar words and find the definitions. Most importantly, skim the section headings and the first sentences of each paragraph to find the main points to be developed. The time was only a few minutes.

Question, the teacher had the students turn the first heading or the first sentence of the first paragraph into a question and asked them to increase the students' and the teacher's involvement and comprehension. *Read,* the teacher asked the students to read for the purpose of answering that question, i.e., to the end of the first headed section. This was not a passive plodding along each line, but an active search for the answer. They just underlined only key words, not the whole paragraphs. Use a dictionary when necessary to look up unfamiliar words. *Recite,* when the students have finished reading the first section, have them look away from the book and try briefly to recite in their own words the answer to their question (aloud if possible). *Review,* the teacher asked the students to look over their notes again to get a bird's-eye view of the points and their relationship to one another. Check their memory by reciting the major points under each heading and sub-points under each major point. The teacher did this by covering up the notes and tried to recall the information.

RESULTS AND DISCUSSIONS

The purpose of the quantitative study with a factorial experimental approach was to examine the significant increase and difference of students' achievement in reading literacy and vocabulary mastery after being taught through the SQ3R with authentic texts and simplified texts at one English Study Program Public University in Jambi, Indonesia. The findings of this study indicated that the Shapiro-Wilk test of reading literacy, p-value of reading literacy pre-test in experimental group 1 was .365 and p-value of post-test was .539 whereas p-value of reading literacy pre-test in experimental group 2 was .613 and p-value of post-test was .707. In terms of vocabulary mastery, p-value of vocabulary pre-test in experimental group 1 was .387 and p-value of posttest was .797 whereas p-value of vocabulary pre-test in experimental group 2 was .893 and p-value of post-test was .880. Since p-values exceeded .05 it meant that the pretest and posttest data could be assumed normally distributed. Levene's test of homogeneity showed that the p-value of the posttest of reading literacy was .420 and vocabulary was .176. This value exceeded .05, meaning that posttest scores of reading literacy and vocabulary mastery of both experimental groups were homogen. Therefore, it could be assumed that the data of this study were statistically found reliable and valid.

Additionally, the mean score of reading literacy in the poor category was 48.95, in the average category was 63.49, and in the good category was 77.33. On the other

hand, for vocabulary mastery achievement, the mean score in the poor category was 49.50, in the average category was 63.20, and in the good category was 75.44, and in the excellent category was 86.20. Moreover, the mean scores of students' reading literacy and vocabulary mastery achievements in both experimental groups were 64 and 68. In can be concluded that the mean score of the students' reading literacy achievement was in the average level category and students' vocabulary achievement was in the average level category.

Also, the findings of this study indicated that the frequency and percentage of students' reading literacy achievement showed that there were 6 students (10.7%) who were in the poor category, 41 students (73.2%) who were in the average category, and 9 students (16.2%) who were in the good category. The result showed that most of the students' reading literacy achievement was in the average category (73.2%). On the other hand, the results of students' vocabulary achievement in both experimental groups, there were 4 students (7.1%) who were in the poor category, 27 students (48.2%) who were in the average category, 23 students (41.1%) who were in the good category, and 2 students (3.6%) were in the excellent category. The result showed that most students' vocabulary achievement was in the average category (48.2%) as can be seen in the following table.

Table 2: Frequency and mean of students' vocabulary mastery and reading literacy based on students' achievement level (N=56)

Variables	Levels of Achievement	Mean	Freq & Prcntg	Std.
1.VOCAB	Very Poor			
	Poor	49.50	4 (7.1 %)	3.45
	Average	63.20	27 (48.2 %)	4.04
	Good	75.44	23 (41.1 %)	3.83
	Excellent	86.20	2 (3.6 %)	0.28
TOTAL		**274.34**	**56 (100 %)**	**11.60**
MEAN		**68.07**		**2.32**
2. READING	Very Poor	-	-	-
LITERACY	Poor	48.95	6 (10.7 %)	3.86
	Average	63.49	41 (73.2 %)	3.89
	Good	77.33	9 (16.2%)	3.86
	Excellent	-	-	-
TOTAL		**189.77**	**56 (100 %)**	**12.38**
MEAN		**64.15**	**-**	**2.48**

Table 3: Mean difference between pre- and post-tests of vocabulary mastery and reading literacy achievement of experimental group 1 and 2based on SQ3R method and levels of achievement

	PRE-TEST		POST-TEST		Mean difference Pre and Post- test Exp 1 Within
Variables	Mean Exp 1 AT	Mean Exp 2 ST		Mean Exp 1 AT	Mean Exp 2 ST

1. Vocabulary	51.8	48.3	16.48	68.3	67.9
a. High	64.4	64.3	12.55	76.9	69.8
b. Low	46.8	42	20.91	67.7	64.4
2. Reading Literacy	33.7	45.4	28.85	62.6	65.8
a. High	34.2	55.3	32.15	66.4	78.1
b. Low	33.5	41.4	27.5	61	60.9
Mean difference Pre and Post-test Exp 2 Within	T-Value Post-Test Between Exp 1 & Exp 2	T-Value of Gain Between Exp 1 & Exp 2 p<	The Value of Sig.2-tailed Exp1 Within	The Value of Sig.2- tailed Exp2 Within	The Value of Sig.2- tailed Between Exp1 and Exp2
19.53	0.4	0.16	0.000	0.000	0.873
5.45	7.15	2	0.005	0.003	0.065
22.4	3.42	1.2	0.000	0.000	0.235
20.38	3.196	1.44	0.000	0.000	0.153
22.86	11.51	5.29	0.000	0.000	0.060
19.49	0.13	0.06	0.000	0.000	0.950

As shown in table 3, the mean score of students' reading literacy achievement in pre-test of experimental group 1 was 33.7 with the standard deviation was 9.04. Meanwhile, the mean score of the students' reading literacy achievement in post-test in experimental group 1 was 62.55 with the standard deviation was 6.38. The output data showed that the mean difference of reading literacy achievement between pre-test and post-test in experimental group 1 was 28.85 with the standard deviation was 9.06, and t-obtained was 16.83 ($p<0.000$). Since t-obtained of vocabulary, and reading literacy (7.38 and 16.83) were higher than t-table both 1.674 and 2.005. On the other hand, the result of paired sample t-test in experimental group 1, which was taught by using SQ3R with authentic texts, the mean score of students' vocabulary achievement in pre-test of experimental group 1 was 51.79 with the standard deviation was 15.35. Meanwhile, the mean score of the students' vocabulary achievement in post-test of experimental group

1 was 68.27 with the standard deviation was 7.36. The output data showed that the mean difference of vocabulary achievement between pre-test and post-test in experimental group 1 was 16.48 with the standard deviation was 11. 80, and t-obtained was 7.38 ($p<0.000$). Therefore, it could be concluded that null hypotheses (H_o1 and H_o2) were rejected and the research hypotheses (H_a1 and H_a2) were accepted which means that there was a significant difference made by the experimental group 1.

Concerning the result of paired sample T-test in experimental group 2 which was taught by using SQ3R with simplified texts, the mean score of students' reading literacy achievement between pre-test and post-test in experimental group 2 was 20.38 with the standard deviation was 7.56 and t-obtained was 14.25 ($p<0.000$). Since t-obtained of vocabulary, and reading literacy (10.71 and 14.25) were higher than t-table both 1.674 and 2.005. Therefore, it could be concluded that null hypotheses (H_o1 and H_o2) were rejected and the research hypotheses (H_a1 and H_a2) were accepted which means that there was a significant difference made by the experimental group 2. On the other hand, the mean difference of vocabulary achievement in pre-test of experimental group 2 was 48.34 with the standard deviation was 16.19. Meanwhile, the mean score of the students' vocabulary achievement in post-test of experimental group 2 was 67.87 with the standard deviation was 10.96. The output data showed that the mean difference of vocabulary achievement between pre-test and post-test in experimental group 2 was 19.53 with the standard deviation was 9.64, and t-obtained was 10.71 ($p<0.000$).

In terms of levels of achievement, the result of paired sample t-test in experimental group 1 which was taught by using SQ3R with authentic texts, the mean score of students' reading literacy achievement in pre-test of experimental group 1 for high achievers was 34.23 with the standard deviation was 10.27. Meanwhile, the mean score of the students' reading literacy achievement in post-test of high achievers experimental group 1 was 66.41 with the standard deviation was 1.45. The output data showed that the mean difference of reading literacy achievement between pre-test and post-test in experimental group 1 of high achievers was 32.17 with the standard deviation was 7.00 and t-obtained was 13.00 ($p<0.000$). On the other hand, the mean score of students' reading literacy achievement in pre-test of experimental group 1 for low achievers was 33.5 with the standard deviation was 8.78. Meanwhile, the mean score of the students' reading literacy achievement in post-test of low achievers was 61.01 with the standard deviation was 6.54. The output data showed that the mean difference of reading literacy achievement between pre-test and post-test in experimental group 1 of low achievers was 27.52 with the standard deviation 9.60 and t-obtained was 12.81 ($p<0.000$). Since t-obtained in vocabulary of high achievers were higher than t-table both 1.895 and 2.365 and low achievers were higher than t-table both 1.729 and 2.093. Therefore, it could be concluded that null hypotheses (H_o3 and H_o4) were rejected and the research hypotheses (H_a3 and H_a4) were accepted which means that there was a significant difference made by both high and low achievers in experimental group 1.

In addition, the mean score of students' reading literacy achievement in pre-test of experimental group 2 which was taught by using simplified texts for high achievers was 55.27 with the standard deviation was 7.43. Meanwhile, the mean score of the students' reading literacy achievement in post-test of high achievers experimental group 2 was 77.92 with the standard deviation was 4.57. The output data showed that the mean difference of reading literacy achievement between pre-test and post-test in experimental group 2 of high achievers was 22.65 with the standard deviation was 7.57

and t-obtained was 8.46 ($p<0.000$). On the other hand, the mean score of students' reading literacy achievement in pre-test of experimental group 2 for low achievers was 41.41 with the standard deviation was 6.72. Meanwhile, the mean score of the students' vocabulary achievement in post-test of low achievers was 60.88 with the standard deviation was 6.37. The output data showed that the mean difference of reading achievement between pre-test and post-test in experimental group 2 of low achievers was 19.47 with the standard deviation was 7.56 and t-obtained was 11.51 ($p<0.000$). Since t-obtained in reading literacy of high achievers were higher than t-table both 1.895 and 2.365 and low achievers were higher than t-table both 1.729 and 2.093. Therefore, it could be concluded that null hypotheses (H_o3 and H_o4) were rejected and the research hypotheses (H_a3 and H_a4) were accepted which means that there was a significant difference made by both high and low achievers in experimental group 2.

On the other hand, in terms of levels of achievement, the mean score of students' vocabulary achievement in pre-test of experimental group 1 for low achievers were 46.79 with the standard deviation was 15.08. Meanwhile, the mean score of the students' vocabulary achievement in post-test of low achievers was 67.68 with the standard deviation was 7.62. The output data showed that the mean difference of vocabulary achievement between pre-test and post-test in experimental group 1 of low achievers was 20.89 with the standard deviation 11.04 and t-obtained was 8.45 ($p<0.000$). Since t-obtained in vocabulary of high achievers were higher than t-table both 1.895 and 2.365 and low achievers were higher than t-table both 1.729 and 2.093. Therefore, it could be concluded that null hypotheses (H_o3 and H_o4) were rejected and the research hypotheses (H_a3 and H_a4) were accepted which means that there was a significant difference made by both high and low achievers in experimental group 1. The mean score of students' vocabulary achievement in pre-test of experimental group 1 for high achievers was 64.35 with the standard deviation was 9.51. Meanwhile, the mean score of the students' vocabulary achievement in post-test of high achievers experimental group 1 was 76.90 with the standard deviation was 7.36. The output data showed that the mean difference of vocabulary achievement between pre-test and post-test in experimental group 1 of high achievers was 12.55 with the standard deviation 8.90 and t-obtained was 3.98 ($p<0.000$).

In addition, the mean score of students' vocabulary achievement in pre-test of experimental group 2 which was taught by using simplified texts for high achievers was 64.30 with the standard deviation was 6.42. Meanwhile, the mean score of the students' vocabulary achievement in post-test of high achievers experimental group 2 was 69.75 with the standard deviation was 6.92. The output data showed that the mean difference of vocabulary achievement between pre-test and post-test in experimental group 2 of high achievers was 5.45 with the standard deviation 3.42 and t-obtained was 4.50 ($p<0.000$). On the other hand, the mean score of students' vocabulary achievement in pre-test of experimental group 2 for low achievers was 22.32 with the standard deviation was 8.61. Meanwhile, the mean score of the students' vocabulary achievement in post-test of low achievers was 41.94 with the standard deviation was 13.72. The output data showed that the mean difference of vocabulary achievement between pre-test and post-test in experimental group 2 of low achievers was 19.62 with the standard deviation 20.56 and t-obtained was 4.26 ($p<0.000$). Since t-obtained in vocabulary of high achievers were higher than t-table both 1.895 and 2.365 and low achievers were higher than t-table both 1.729 and 2.093. Therefore, it could be concluded that null hypotheses (H_o3 and H_o4) were rejected and the research hypotheses (H_a3 and H_a4)

were accepted which means that there was a significant difference made by both high and low achievers in experimental group 2.

From the result of the independent samples T-test, the mean difference of reading literacy post-test between experimental group 1 and 2 was 3.19 and t-obtained was 2.00 ($p<0.000$). In addition, vocabulary post-test between experimental group 1 and 2 was 0.4 and t-obtained was 0.16 ($p<0.000$). Since the p value or output of reading literacy and vocabulary were more than the value of probability 0.05 or 0.025 and t-obtained was higher than t-table (1.674 and 2.005). Therefore, the null hypotheses (H_o3) was accepted and the research hypotheses (H_a3) was rejected. It means that there was no difference in reading literacy and vocabulary mastery achievement between the students who were taught by using authentic texts (Experimental group 1) and those who were taught by using simplified texts (Experimental group 2). In other words, authentic texts and simplified texts are both effective to teach the students both reading literacy and vocabulary mastery.

In terms of levels of achievement, for reading of high achievers, the mean difference of reading literacy post-test between experimental group 1 and 2 was 11.51 and t-obtained was 5.29 ($p<0.000$). In addition, for reading literacy of low achievers, the mean difference of reading literacy post-test between experimental group 1 and 2 was 0.13 and t-obtained was 0.06 ($p<0.000$). Meanwhile, for vocabulary of high achievers, the mean difference of vocabulary post-test between experimental group 1 and 2 was 7.15 and t-obtained was 2.00 ($p<0.000$). In addition, for vocabulary of low achievers, the mean difference of vocabulary post-test between experimental group 1 and 2 was 3.42 and t-obtained was 1.20 ($p<0.000$)

Since the p value or output of reading literacy and vocabulary mastery in both high and low achievers in experimental group 1 and 2 were more than the value of probability 0.05 or 0.025 and t-obtained was higher than t-table for low achievers was 1.674 & 2.005 (df=14) and high achievers was 1.685 & 2.024 (df=38). Therefore, the null hypotheses (H_o3) was accepted and the research hypotheses (H_a3) was rejected. It means that there was no difference in reading literacy and vocabulary mastery achievement between the students who were taught by using authentic texts (Experimental group 1) and those who were taught by using simplified texts (Experimental group 2). In other words, authentic and simplified texts were effective to teach the students vocabulary and reading literacy either high or low achievers.

Table 4: Tests Between-Subjects Effects

Dependent Variable: Post-test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	5461.857[a]	3	1820.619	11.915	.000
Intercept	84810.728	1	848105.728	5550.296	.000
Group	652.536	1	652.536	4.270	.044
Level	3942.676	1	3942.676	25.802	.000
Group * Level	1409.700	1	1409.700	9.226	.004
Error	7945.793	52	152.804		
Total	992507.330	56			

Corrected Total	13407.650	55			

a. R Squared = .407 (Adjusted R Squared = .373)

In relation to the interactions between group and students' level of achievement based on the formulation 2 x 2 x 2 factorial design, it could be said that authentic texts were suitable for both high and low achievers in both experimental groups. Therefore, the null hypotheses (Ho4 and Ho5) were rejected and the research hypotheses (Ha4 and Ha5) were accepted. It means that there was an interaction between the kind of texts and students' level of achievement in this case high and low achievers as moderator variables. In other words, group and level of achievement altogether affected reading literacy and vocabulary mastery achievement.

Referring to the results of the study, it showed that authentic and simplified texts were capable of attracting the sixth semester student teachers at one English Study Program Public University in Jambi to study English particularly reading literacy and vocabulary mastery. It was also proved that those two kinds of texts could make significant increase in students' achievement of reading literacy and vocabulary mastery both in experimental group 1 using authentic texts and experimental group 2 using simplified texts and also for the two levels of achievement; high and low achievers. Based on the descriptive and statistical analysis, the students who were taught by using authentic texts and simplified texts got good progress both in vocabulary mastery and reading literacy. The reason why the writer chose authentic texts was that this kind of texts gave more exposure to the target language, provided students with the real information about foreign cultures (Berardo, 2006).

In relation to the result of paired sample t-test, the statistical analysis showed that in reading literacy, there was a significant difference both in high and low achievers and also for the combination of those two. In addition, the statistical analysis also showed that there was a significant difference in vocabulary achievement both in high and low achievers, except for the combination of those two. From the independent samples t-test between experimental group 1 which was taught by using authentic texts and experimental group 2 which was taught by using simplified texts, it was found that there was no significant difference both in reading literacy and vocabulary mastery. In other words, authentic and simplified texts had the same effectiveness. The same thing also happened with the students' level of achievement in which there was no difference between the two groups.

Basically, authentic texts could be used by any level of students from the beginning to intermediate level of L2 learners (Crossley, Louwerse, McCarthy, & McNamara, 2007). However, the 'original' texts were seldom used for EFL students due to the inappropriate level of students besides some difficulties faced by the students themselves such as unfamiliar foreign culture, grammatical complexity and a large number of unfamiliar words. Besides, low-frequency words were often encountered by the students so that it made them got less understanding about the texts being read. In line with that, one of the disadvantages of using authentic texts was the irrelevant vocabulary items to the students' immediate needs (Berardo, 2006). It meant that the students almost always got along with words they never used in their daily life. For those reasons, it could be accepted if the students of this study could not perform well since they themselves belonged to the average level students based on the result of vocabulary and reading literacy post-tests. In relation to factorial analysis, there was an

interaction between group and students' level of achievement which meant that both authentic texts and simplified texts could increase students' vocabulary and reading literacy not only for high but also low achievers.

CONCLUSIONS AND SUGGESTIONS

The purpose of the quantitative study with a factorial experimental approach was to examine the significant increase and difference of students' achievement in reading literacy and vocabulary mastery after being taught through the SQ3R with authentic texts and simplified texts at one English Study Program Public University in Jambi, Indonesia. The findings of this study shed light on our understanding of the effects of the use of SQ3R with authentic texts and simplified texts on students' achievement in reading literacy and vocabulary mastery. From the results of the data analyses and interpretations, it could be concluded that authentic texts could increase students' reading literacy and vocabulary mastery in all levels of students. The statistical analysis showed that there was no significant difference between the students who were taught by using authentic and simplified texts which meant that those two kinds of texts are both effective. It was also found that authentic material such as reading, was suitable for both high and low achievers. Moreover, by giving the authentic texts, they would become well-informed about what was happening in the world. Furthermore, in giving authentic materials to the students, it was important to consider the grade level of the materials so that teachers could get suitable learning materials, especially for authentic texts reading materials that were good for EFL students in order to familiarize them with the real English language by considering the level of students. Furthermore, a large amount of exposure was necessary to make them interested in learning English especially vocabulary and reading.

Implications for the improvement teaching and learning vocabulary and reading literacy can be drawn from the findings of this study. First, to study English well and thoroughly, students should be engaged more with authentic texts since those learning materials provide them with a large variety of language styles and rich of new vocabulary. They need to learn something different out of the textbooks. English curriculum has to provide students with a lot of materials in all fields of study such as: politics, economy, environment, culture and so on. By having a lot of exposure on authentic texts, it is hoped that students will be encouraged to read more books, newspapers, magazines and other reading materials. Second, since teaching reading and vocabulary using authentic texts are quite difficult to do and time consuming, teachers are required to be more creative in selecting the materials which are suitable to the student's need and based on the curriculum. In addition, teachers need good preparation to teach reading and vocabulary using authentic texts and also to master the material very well. The readability of the texts is another important thing to consider by teachers so that students are able to understand the materials. Last, as a formal institution, a school or college has to facilitate students with access to get various kinds of reading literacy and vocabulary materials which are suitable with the curriculum to reach the objectives of the study and make use of the school library as a source to obtain knowledge and information.

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The Effect of Using Mind Map Strategy on Students' Ability in Writing Summary and Writing Motivation at the English Education Department of UIN Suska Riau

Melgis Dilkawaty Pratama
State Islamic University of Sultan Syarif Kasim Riau
melgis.dilkawaty.pratama@uin-suska.ac.id

Various teaching strategies and other supported activities had been implemented in teaching students how to write summary precisely. However, based on preliminary study, it was found that the students were not able to write good summary and their writing motivation were also low. Therefore, this research aimed at investigating the effect of using mind map strategy on students' ability in writing summary and writing motivation. The design was quasi experimental research (pretest-posttest non-equivalent group design). Fourty two students were selected to be samples by using cluster-random sampling. The data were collected by composition test and questionnaire, and analyzed by T test. It revealed that students at experimental group performed better than control group both writing summary and writing motivation. Hence, the use of mind map strategy had significant effect on students' ability in writing summary and writing motivation at the English Education Department of UIN Suska Riau.

Keywords: Mind map strategy, writing summary, and writing motivation

INTRODUCTION

Writing is not an option for students but it is a necessity. Along with high motivation, writing skill is a predictor of academic success, particularly for advanced English as Foreign Language (EFL) students. The university students need to recognize that writing plays two distinctive but complementary roles. Firstly, it is a skill involved planning, evaluating, and revision text (*learn to write)*, such as writing a report. Secondly, writing is a means of extending and deepening students' knowledge (*write to learn*); it acts as a tool for learning subject matter (Graham, & Pain, 2007, p. 9). Those skills are closely linked, and prepared for the students to meet the professional job requirements on writing. However, in students' view, writing is particularly challenging language domain. As EFL students, they are expected to acquire the features of the texts they produce, and the sociocultural context where writing takes place (Rinnert & Kobayashi, 2009, p. 23). In contrast, differences in organizational patterns between students' first and second language cause difficulties for EFL students (Casanova, 2004, p. 1). Although the students face some difficulties in writing, the ability to write in English at or near the level of their English-fluent papers should be achieved

In higher education, writing does not only discuss about micro skills involving forming letter, punctuation and spelling, but it also explores more to highest level of discourse skills (macro skills) which involve in writing essays, summarizing articles and books, and criticizing other works. For advanced learners, the skills in writing at level of discourse skills are potentially developed through several academic tasks, such as essay, paper, report, summary, journal, and thesis. Most of the research suggests that students benefit by writing in all content areas that it enhances critical thinking; allows students to take greater responsibility for their own learning; promotes reflective

thinking and questioning; and helps students make connection between events, people, and ideas (Urquhant & Mclver, 2005, p. 3). Of course, students need to understand content, but it is just as crucial for them to develop their writing skills that apply to learning that content. Therefore, for advanced learners, the ability to write which involves critical and reflective thinking, and questioning in discourse level is highly required. It means that they are not only expected to have the ability of *learn to write*, but also the ability of *write to learn.*

One of the paths to enable students writing at discourse level which involves *learn to write* and *write to learn* is through summarizing. In writing summary, students are engaged to collaborate their reading and writing skills. They are expected to extract the information from the text into brief writing. They have to be able to identify the major and minor information (Deborah, 2011). Consequently, the learning skills are deliberately involved such as note-taking, synthesizing, comparing, so forth. Some lecturers provide summary as learning requirements because it implies deep reading. According to Rick, yet research has shown that summarization yields some of the greatest laps in comprehension and long-term retention of information (Wormeli, 2005, p. 2). Through summarizing, the students are actively processing the information. (Marzano, Pickering, & Pollock, 2001, p. 29).

To gain what students have expected in writing, particularly in writing summary, high motivation is completely needed. According to Boscolo and Hidi (2007, p. 2), when students have to write a demanding task, they have to try to manage it by using various, more or less productive strategies: from planning time, to adopting metacognitive tools, to resisting the temptation of giving up writing. Then, they try to regulate their cognition, affect and behavior in order to achieve the objective of the demanding writing task. Therefore, they need various motives to keep trying and improving their writing whether the needs, the expectation, and the desires of writing come from themselves or other factors. According to Hamzah (2007, p. 1), motivation is a basic impulse of the human being to act and behave. Motivation defines as power either from internal or external to force someone to reach his target determined before. Thus, to improve students' ability in writing, particularly in summary, the students need high motivation to support it either from internal or external factors.

Higher education, particularly English Education Department of UIN SUSKA Riau, the students' writing ability is considered as one of the primary required competences. To achieve the targeted competence, the department provides several credits of writing lessons; writing I, II, III, and Academic Writing. In addition, some practicum classes are provided by the Department to improve their writing ability. Many lecturers involve writing activities as the tasks given to the students in order to develop their reading comprehension, analyzing skills, and academic writing. Moreover, the students' final task as their bachelor degree requirement is in the form of writing; a thesis which reports the student' research process and research findings.

Furthermore, the students are expected to be able to use the current norms of writing for academic purposes. In addition, they are also expected to use the standard written English in preferable point of view for academic settings (syllabus of scientific writing, 2014, p. 1). By understanding these competences of writing, the Department trains several supported skills in order to develop students' writing ability such as quoting, paraphrasing and summarizing. Those supported skills are regularly used in academic writing. One of the most frequently used is summarizing. In order to develop students' summarizing skills in writing, some learning tasks are provided by the

lecturers such as note-taking, essays, papers, journals, summary, and thesis. Those activities need summarizing skills in writing. One of the preferable activities that can develop students' summarization skills is writing summary.

Generally, the activities of writing summary are given in the various stages of lessons. The tasks of writing summary can be given before, during or after the lessons. If the summary is asked to be written before the lesson, the lecturer intends to build students' prior knowledge. If the students are asked to write the summary during the lesson discussed, the lecturer tries to develop students' comprehension. If the students are asked to write summary after the lesson, the lecturer intends to ask students to re-read again the lesson, and try to comprehend it deeply.

Besides developing students' cognition in writing, the department also concerns with their affective factors, particularly their motivation. In teaching writing, the lecturers are often giving brainstorming, and ice-breaking activities. In addition, many programs are conducted by the Department cooperated with the students' association such as study tour. This program aims to give students the real life experience in order to develop their prior knowledge so that the students have more ideas to write. The students' billboard is displayed as the media to express their writing. Students' writing competitions are also held either in the academic writing or in the literature form. It can be seen that numerous activities and teaching strategies have been implemented by the lecturers in developing students' ability in writing summary and writing motivation. Thus, the efforts of achieving the expectation of students' ability in writing and their motivation have been conducted optimally. However, it is contrary to the facts of the students' ability in writing and writing motivation at the English Education Department of UIN SUSKA Riau. Many students are not able to write a good summary and many of them have low motivation in writing.

Forth, based on preliminary study conducted in November 2013, one class of English Education Department which consisted of 27 students was asked to summarize one chapter of the book. They were assigned a week to summarize it. From their summary, it could be seen that copy-paste was commonly exposed in students' writing. Some of them could not condense ideas of the text. They tended to write what the text says rather than creating their own version. Some errors included spelling, subject-verb agreements, tenses, conjunctions, collocations, etc. were also often encountered. Yet, they were not able to write a summary by considering both form (how to write), and content (what to write). They tended to copy the words of the text and used it in their writing. They were also not able to write a brief summary and tended to have the same length of writing summary as the text they read. They tended to write long summaries because they were not able to identify the major and minor information of the text. Similarly, Levy (2013, p. 1) explained that "summary writing does not come naturally, and when told to summarize, students will often either copying verbatim, write long, detailed "*summaries*", or write excessively short ones missing key information". Subsequently, the students were reluctant to write summary. They tended to avoid writing task. They also seemed difficult to express their thoughts into their writing. They spent much time to get ideas what they had to write. They looked unhappy, and gave some complains on what they had to write. Some of them could not complete their writing based on the time allocated.

Thus, in order to solve students' problems in writing summary, many teaching strategies are possibly proposed. One of them is mind map strategy. Mind map is used to show a process in which the writer can describe and clarify his ideas in a graphical

form. Mind map strategy is a strategy which uses a mind map that is made based on radiant thinking, a concept which describes how human brain processes various ideas and information associated to each other through relationship hooks (Al-Jarf, 2011; Buzan & Buzan, 2003; Buzzle, 2012; Fiktorious, 2013; Murley, 2007; Siriphanic & Laohawiriyono, 2010). It consists of a central idea or theme and related ideas branching out connected together via relationship hooks. Subsequent ideas are linked together, forming a hierarchical map of the user's ideas. It is a strategy for language teaching that helps the teachers or the lecturers introducing or bringing together multiple words linked to one subject or theme. The advantages of mind map strategy remain useful in the developing memory, note-taking, planning, presenting, essay, group study, self-confidence, motivation, etc. (Buzan, 1988; Cain, 2001; Farrand, Hussain, Hennessy, 2002; Goodnough Woods, 2002; Budd, 2004; D' Antoni and Zipp, 2005; Buzan, 2007; Al-Naqbi, 2008; Al-Jarf 2009; & Boyson, 2009). Mind maps are a graphic used to organize and prioritize the information by using words and images, and encourage new thoughts and ideas (Buzan, 2000, p. 138). According to Jaksch (2010), this strategy can improve the way the students record information, enhances the students' creative problem solving, quickly identify and understand the structure of a subject. In addition, the students can see the way that pieces of information fit together, as well as recording the raw facts contained in normal notes. More than this, mind map helps students to hold information in a format that students' mind finds easy to remember and quick to review (Jaksch, 2011). Hereupon, Buzan (2011) acquainted one of the advantages of mind map strategy is planning an essay. Through using mind map strategy, the students as the writers are expected to generate more ideas quickly, with the radial structure, connect the topics, main paragraphs, and structures quickly and easily. This strategy focuses the writer's mind on the message that the writer wants to get across and the key information that the writer wants to include. Similarly, Purwanto and Pebrika (2012) figured out that mind map strategy improved students' writing achievement in EFL context. Dealing with the aforementioned ideas, Ling (2004) investigated the effectiveness of using mind mapping as pre-writing planning strategy within second language writing classrooms (ESL). She revealed that mind map can improve the quality of students' writing. Furthermore, Cain (2001) stated that mind map promotes active learning, foster motivation, improve confidence, and support a diverse range of learning styles and levels of ability-all in a fun way. In addition, Goodnough and Woods (2002) discovered that partakers in their study perceived mind map as a fun, interesting and motivating approach to learning. Peterson and Snyder (1998) reported that mind map can make huge differences for the students with different learning styles as an alternative of the traditional ways of teaching and learning which some of them find difficult to master the subject being learned because of it. It is considered more active and displayed in the visual from of self-expression.

LITERATURE REVIEW

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message (SIL International, 1999, p. 1). Writing skills help the students gain independence, comprehensibility, fluency and creativity in writing. If the students have mastered these skills, they will be able to write so that not only they can read what they have written, but also other speakers of that language can read and understand it.

In writing summary, students need to clearly identify the distinction between paraphrasing and summarizing because it often has misleading in meaning. Many students do not understand the difference between these skills, yet they are used for writing research papers and reports. Paraphrasing is replacing the author's words with one's own words (not necessarily the same number of words). Summarizing is condensing the number of words into a shorter version containing the same meaning and including the beginning, middle, and end (Kuta, 2008, p. 134). The shorter the summary, the more difficult it is to write, because more details must be eliminated.

To consider which information should be eliminated based on the text, there are three important summarization techniques that can be used. They are selection, rejection and substitution. They are discussed hereunder (Patil, 2013, p. 1).

1. Selection: Selection is an important summarization technique. It is essential to select major idea, key words and phrases, special terms and interpretations presented in the original resource. These aspects must be considered seriously while writing this summary. It is an important summarization technique as it helps to include all major ideas in summary.
2. Rejection: Rejection is an important summarization technique. It is a process of removing unnecessary data. It tries to reject repetitions, examples, illustrations, anecdotes, redundant, expressions, tables and statistical data. Basically rejection helps to prepare a perfect summary.
3. Substitution: It is also an important summarization technique. Basically it includes synthesis. It is a mode of combining several sentences into one sentence. It is recommended to use sentence substitutions, short sentences to replace lengthy sentences. Use of one-word substitutions is an added advantage in the summary writing process.

The aforementioned skills are at least combined with the writing ability that can assist students to produce their writing summary precisely and efficiently. In addition, those skills should work simultaneously in the standard form of a summary. A summary is defined as a long text distilled to its essentials, the key points worth nothing, without examples and details. The specific form, the sentence structure and the vocabulary, has been changed, but the main ideas remain. Furthermore, summarizing is actually a specific and technical skill. However, some people less understand how to teach summary. Summary writing does not come naturally, and when told to summarize, students will often either copying verbatim, write long, detailed "*summaries*," or write excessively short ones missing key information (Levy, 2013, p. 1). This occurs because the students don't really know what a summary is or how to write one. If they have been told how to write one, it is usually in nonspecific terms, such as "*Put the story in your own words*." This is not technical enough to be helpful.

By assisting students how to write summary and use this technical skill, hopefully, writing a summary becomes one of priority skills that the students are able to use throughout their academic careers. Then, students can realize that **summarizing improves writing skills** as well as other skills as in which in reading students pick out the main ideas of a reading; it also helps with vocabulary skills as students paraphrase a reading, altering the vocabulary and grammar as they do so. In addition, **critical thinking skills are improved** as students decide on the main ideas of the reading to include in the summary. Finally, **writing and editing skills are improved** as students draft and edit the summary. The students can also work with peers throughout the writing and revision process, so it **also helps with cooperative learning**. Therefore,

many benefits exist to teaching summarizing skills (Levy, 2013, p. 1). Knowing the characteristics of a good summary will be helpful for students in writing summary as stated as follows (Levy, 2013, p. 1):

1. Proper Citation: The summary begins by citing the title, author, source, and, in the case of a magazine or journal article, the date of publication and the text.
2. Thesis Statement: The overall thesis of the text selection is the author's central theme. There are several aspects to an effective thesis statement:
   a. It comprises two parts: 1) the topic or general subject matter of the text, and 2) the author's major assertion, comment, or position on the topic.
   b. This central theme is summarized clearly and accurately in a one sentence thesis statement.
   c. The thesis statement does not contain specific details discussed in the text.
   d. The thesis statement is stated at the beginning of the summary.
3. Supporting Ideas: The author supports his/her thesis with supporting ideas. Use the following basic guidelines when summarizing supporting ideas:
   a. Cover all of the author's major supporting ideas.
   b. Show the relationships among these ideas.
   c. Omit specifics, such as illustrations, descriptions, and detailed explanations.
   d. Indicate the author's purpose in writing: to inform, to persuade, or to entertain. If the passage is a persuasive piece, report the author's bias or position on the issue.
   e. Omit all personal opinions, ideas, and inferences. Let the reader know that you are reporting the author's ideas.
4. Grammar and the Mechanics of Writing: Grammar and related concerns ensure that, a writer can communicate clearly to the readers. The following are particularly important:
   a. Restate the ideas into writer's own words as much as possible. Avoid direct quotations.
   b. Use transitional words for a smooth and logical flow of ideas.
   c. Edit and re-write your work.
   d. Check your grammar, punctuation, and spelling
5. Length: The length of a summary depends on how long the original document is.

WRITING MOTIVATION

In general, motivation is defined as the driving force in any situations that leads to action. In the field of language learning, motivation refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second language. It can be about positive attitudes towards both the target language community and the language classroom and a commitment to learn the language (Richard, et al: 2002, p. 343). Motivation in writing has two meanings- being moved to write, and trying to move others (Nancy, 2007, p. 17). The first meaning addresses to the movement of writer to write, and the second writing refer to the movement of readers by reading the writing.

Motivation in writing either in the first or the second meaning is not simple matter for the students, especially for the advanced learners in EFL context. The students often face difficulties in writing, and considered that writing is difficult task. Many complains come from students how to write without any writer's block. In other hand, the lecturers also complain how to activate students' motivation in writing.

According to Boscolo and Hidi (2007, p. 2), the major contribution on why the students' lack of motivation to write comes from the studies: mainly from a cognitive approach, complexity of writing process, and the difficulties students, particularly novice students. Further, they explained the de-motivating aspects of school writing into two points: (1) perceptions of the students that a novice student sees a problem as an obstacle which makes a writing task "dangerous" and "unattractive". (2) It is inherent to writing roles in the traditional curriculum that includes not only the rigidity of genres, but also the separateness of writing from other school subjects makes the writing is not a communicative tool, more to the routine activities of writing, even to the form of an assessment activity.

By seeing the whole instructional conceptualization of writing, it limits the students' occasion in writing, discovering the interactions among subjects, and the real function of writing as a communicative tool. Therefore, the students cannot find writing as an interesting activity, but only as an academic task. They are never interested or excited about writing. Then, the students are engaged to write based on the topics rather than foster them to be motivated in writing. Thus, the students' motivation decrease progressively related to find interesting topic and written production. The students perceive it as a routine and rigid schedule task and almost as an assessment tool. Even though activating students' motivation in writing is difficult for lecturers, but keep remaining the importance of high motivation for students' success in writing and try to foster it sustainably is consistently needed. Many researches focused on motivation as one of the key factors which affects the rate and success of second or foreign language learning. Motivation provides the primary impetus to initiate learning and later drive force to sustain the long and often tedious learning process (Dornyei, 1998). In fact, all the other factors involved in learning the language presuppose motivation to some extent. Without sufficient motivation, even individuals with remarkable abilities cannot accomplish long-term goals. Neither are appropriate curricula nor good teaching enough to ensure students' academic achievements (Dornyei, 1998). Most studies investigate the effect of motivation have found a relatively strong correlation between motivation and language learning success, and more importantly, motivation is the most significant predictor of achievement.

As an EFL learner, it is a very long process to acquire the same language competence as native speakers. Four abilities, namely, listening, speaking, reading and writing abilities could be applied to judge language competence, while motivation carries an equal weight in each specific field. Writing is considered to be the most difficult output ability for EFL learners no matter they are beginners or advanced learners as Chamot (2005) in Duan Yuan-Bing (2011, p. 235-236) proposed, "beginning level students struggle with finding the words they need and remembering grammatical conventions, whereas more advanced students find it difficult to link their ideas with coherence and to produce appropriate target language discourse". Dealing with Chamot's idea, Duan Yuan-Bing (2011) Stated that students with low writing ability are found that they have no interest in writing and they do not know how to write. According to Gardner (1985, p. 50), "motivation involves four aspects: a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question". In other words, it is the combination of effort and desire to achieve the goal of learning the language with favorable attitudes toward learning that language.

However, it is inevitable that teachers will come face to face with students who have experienced schooling that has caused them to stop trying or valuing their writing

and reading education. The questions from here are: How does a teacher work with this and what can a teacher do to reach these students, so that they might see reading, writing and critical thinking as essential practices not only for their academic careers, but for their lives as well? These questions lead to a more solid set of: What is motivation and can we as teachers play a part in eliciting and sustaining students' intrinsic motivations to value and participate in their learning? If so, what are the best practices and strategies for engaging students' intrinsic motivations? The critical review of the research revealed that feedback, autonomy supportiveness, and relevant/relatedness tasks and assignments were the key components to eliciting and sustaining intrinsic motivation.

By focusing on the learner, educators could encourage the idea that teachers should make the move from being behavior controllers and knowledge dictators to more capable persons who invite students to participate in and construct their learning (Wells, 2000). Participating and constructing will not happen unless one is intrinsically motivated to do so and this required educators to study and apply strategies that would elicit and sustain students' intrinsic motivation. Being intrinsically motivated to act and behave is inherent in human nature. Ryan and Deci (2000) devoted much of their time to studying this. Through their studies and analysis, they found that humans possessed three psychological needs: The need for competence, autonomy, and relatedness. The following research found that teacher feedback supported students' positive perceived self-competence, which was also seen as a strategy to elicit and sustain students' intrinsic motivation. The following research also suggested that autonomy supportiveness and relatedness were strategies for eliciting and sustaining students' intrinsic motivations. The trends of this research suggest that when the needs that Deci and Ryan described are met, the level of one's intrinsic motivation is enhanced. Jaramillo and Medina's (2011) study, the written skill is perceived as an art in which willingness and motivation are important. Anderson (2011) drew upon her experience as a classroom practitioner in New Zealand to propose a systematic process of firstly identifying students who are reluctant writers and the causes and then supporting them to obviate the barriers to their reluctance. She lists the typical characteristics of reluctant writers as: (a) students who are reluctant writers; (b) students with poor spelling and punctuation skills; (c) students who are easily distracted from reading and writing; (d) students who work slowly, often not completing works; (e) students whose work is poorly presented; (f) students who use displacement activities to delay writing; (g) students who lack life experience; (h) students who refuse to share written work in a group; (i) students who like being read to but have reading difficulties; (j) students who like to make things and build; (k) students who sometimes use strategies to mask their reluctance.

MIND MAP STRATEGY

Mind map was promoted by Toni Buzan in 1970s and nowadays there are millions of people using it for brainstorming, note-taking, project planning, decision making and document drafting. Basically, Mind map strategy is a strategy used in order to denote a process in which the writer can describe and clarify his ideas in a graphical form. A better understanding of the relationship between ideas is created due to the pictorial form. Buzan defines (2000, p. 138), "Mind maps are a graphic, networked method of-storing, organizing and prioritizing information (usually on paper) using key or trigger words and images, each of which will 'snap on' specific memories and

encourage new thoughts and ideas. Each of the memory triggers in a mind map is key to unlocking facts, ideas and information and, also, to releasing the true potential of your amazing mind".

The concept of mind map, which rely upon the radiant thinking information processing system (Buzan, 2000), are generally used to generate, visualize, structure and classify ideas around a central key word. as such, mind maps are found to support strategies of brainstorming, visual thinking, organization, problem solving, decision making, and writing (Harris and Caviglioli, 2004, Buzan, 2005). Mind maps are non-linear in nature: can be easily adjusted to individual preferences and can include pictures and color. According to Jaksch (2011), a mind map is a thinking tool that reflects what goes on in the brain. When two bits of information intersect, an idea is formed. Then, the idea triggers radiant thinking. This means that the brain makes countless associations, radiating in all directions. In addition, Borkar (2011) explains that mind map is a strategy that makes optimum use of brain power and allows people to learn and retain information more effectively. It is because of this characteristic feature that mind maps have proven to be highly effective when used for studying. Similarly, Buzan promoted that mind map notes can be quickly and easily transformed into essays, presentations, and other creative or communicative form, then, it can increase the clarity of analytical thought, and it grows delight in accumulating knowledge.

Advocates of mind maps suggest they support "visual thinking", by assisting the user to lucidly organize ideas, enabling individuals to problem solve and make better decisions. It is also claimed they support writing (Harris and Caviglioli, 2003: Buzan, 2005). Their non-linear format is said to mirror the way in which the brain stores and retrieved information (Buzan forward in Morris and Smith 1998). Whilst thinking may well involve the patterning of ideas in visual-spatial-verbal form (Hyerle and Yeager (2007, p. vi). It is a grain claim to suggest that a mind map '..mirrors the way the brain stores and retrieves information..' (Buzan, 1998, p. 7). Buzan makes an analogy between the visual appearance of the mind map and the structure of a cerebral neuron (see figrure 1). Visually the two share similarities but that may be where the comparison ends. Furthermore, mind map has four essential characteristics (Buzan and Buzan, 1994, p. 59), as follows: (a) The subject of attention is crystallized in a central image; (b) The main themes of the subject *radiate* from the central image as branches. (c) Branches comprise a key image or key word printed on an associated line. Topics of lesser importance are also represented as branches attached to higher level branches. (d) The branches from a connected nodal structure.

According to Buzan (2011), there are at least 7 advantages of mind map strategye for students: making notes; planning an essay; studying for exams; creative inspiration; problem solving; making presentations; group study; Furthermore, Buzan (2008) explains the benefits of using mind map as seen in the table 2.

Table 1: The Advantages of Mind Map Strategy

Uses	**Benefits**
Learning	1) Reduce those 'tons of work'. 2) Feel good about study, revision and exams. 3) Have confidence in our learning abilities
Over viewing	1) See the whole picture, the global view, at once. 2) Understand the links and connections

Concentrating	1) Focus on the task for better results 2) Using all students' cortical skills attracts their attention
Memorizing	1) Easy recall 2) 'See' the information in students' mind's eye
Organizing	1) Easy recall 2) Be on top of all the details for parties, holidays, projects or any other subject
Presenting	Speeches are clear, relaxed and alive.
Communicating	In all forms with clarity and conciseness
Meetings	From planning to agenda, to chairing, to taking the minutes...the jobs are completed with speed and efficiency
Training	From preparation to presentation, they make the job easier and much faster
Thinking	Having a method to analyze thoughts - almost a 'way station' for them
Negotiating	All issues, students' position and maneuverability on one sheet
Brain Blooming	The new brain-storming in which more thoughts are generated and appropriately assessed.

Based on table 1, it could be seen that the benefits of mind map strategy can be appropriate with the process involved in writing summary. (1) in learning. it is to reduce the "tons of work", feeling good about study, revision, and exam. In writing summary, students are asked to read the article and find the main important information, they have to read it several times until they can get the very important ideas. By using mind map, students can reduce all information from the article into extracted ideas easily. (2) in over viewing, it is to see the whole picture, the global view; understand links and connections. This benefit of mind map can help students to write coherence and cohesion. (3) in concentrating, it is to using all students' cortical skills attracts their attention. This benefit can help students from any distraction during writing that can create writer's block. (4) in memorizing, it is to easy recall. By using mind map, students do not really need to re-read the articles many times to understand the whole information before writing summary. Mind map will easy students to recall all information that they have read. (5) in communicating, it is to be used in all forms with clarity and conciseness. It is obviously relevant with the writing summary which needs to be produced in the form of clarity and conciseness. (6) in thinking, it is having a method to analyze thoughts-almost a 'way station' for them. It helps students to organize their ideas and assists them in identifying which one is the major and minor information, and which ideas should be written first or later.

The importance of using symbolic and visual thinking in learning has been advocated as one means of improving writing (Fleckenstein et al, 2002) and visual strategies, such as 'story boards' and 'writing frames', are widely used in English schools. Multi-sensory approaches, including the use of mind maps, are recommended as effective learning strategies for dyslexic pupils and those for whom English is an additional language (DfES, 2005). There is also growing recognition that students are immersed in a literate world where multi-modal texts proliferate and that pupil's knowledge of the visual-linguistic combination can be utilized to develop writing (Bearn and Wolstencorft, 2007). Mind maps utilize both visual and linguistic modes of

thinking by enabling the user to record ideas in symbolic, pictorial and linguistic form. Once the strategy has been mastered, ideas can be recorded quickly and clustered around key themes. In the USA graphic tools have been shown to improve academic performance in reading comprehension (Hyerle and Yeager, 2007, p. vii). Teachers at St Vincent's Primary School, Glasgow found that mind map was a useful strategy for reluctant writer, as well as being a purposeful assessment tool (Doran, 2006). However, little analysis is provided to demonstrate a full evaluation of the impact of mind maps with these pupils. In England Milliard (2001) advocated the use of visual planning in the form of diagrams and story frames to support writing. In the context of strategies to assist pupils to make material their inner thinking, the mind map then is seen to be a useful planning tool.

As it has already been stated, mind maps combine visual and linguistic thought. Once the strategy has been mastered, ideas can be recorded quickly and clustered around key themes. Sturm (2002) small-scale comparative study of the influence of concept maps on descriptive writing with eight grade (14 years old) students with learning disabilities found that mapping improved both the quantity and quality of writing. Furthermore, students were able to transfer skills acquired using mapping to other writing tasks without the use of maps. Sundeen (2008) also found that mind mapping improved the quality of writing of students with learning disabilities but did not conclude this was a transferable skill. In a brief paper on the subject, Richards (2002 online) rightly asserts that writing is a complex process, requiring competence in a number of sub-skills such as: spelling, syntax, knowledge of vocabulary, fine motor control etc. According to Richards, until writers have mastery over these sub-skills they are likely to struggle with writing, possibly leading to 'reluctance' to write. She considers planning to be the most important stage of writing process and, like other advocates of mind maps, confirms the strategy helps the writer finds difficult to spell can be recorded and checked at the planning stage, making writing more fluent because these sub-skills are less of an impediment at the drafting stage. in addition to the use of mind maps, Richards includes role play and drawing as equally important pre-writing strategies. Mind map strategy promoted how to activate and explore more the functions of brain for organizing the learning, particularly in writing. The following table figures out the functions of brain (Tony and Barry Buzan, 2007, p. 32).

Table 2: The Functions of Brain

Right Hemisphere	Left Hemisphere
Rhythm	Words
Spatial Awareness	Logic
Gestalt (Whole Picture)	Numbers
Imagination	Sequence
Daydreaming	Linearity
Colour	Analyses
Dimension	Lists

The range of skills available to the human attributed either left or right hemisphere, taken into account by the use of mind map (Tony and Barry Buzan, 2007, p. 33-34) are : 1) Language: Words, Symbols; 2) Number; 3) Logic: Sequence, Listing, Linearity, Analysis, Time, Association; 4) Rhythm; 5) Color; 6) Imagery: Daydreaming, Visualization; 7) Spatial Awareness: Dimension: Gestalt (Whole Picture). It could be

seen that in writing summary in EFL context emphasizes the use of language (words, and symbols), logic (sequence, listing, linearity, analysis, time, and association), spatial awareness (dimension and gestalt). While, writing motivation emphasizes the use of colour, and visualization. In conclusion, the mind map strategy could cover what students need to develop in their writing summary and writing motivation though visualization by emphasizing the use of word, color, symbol, and images. Milliard (2001) also recommends the use of visualization and diagrams as stimuli for composition. Furthermore, there is tendency for boys to be more reluctant writers than girls but their motivation can be improved by writing task that have a meaningful purpose or communication function (Merisuo-Storm, 2006). A purpose for writing, together with peered collaborative writing, has been found to improve both motivation and quality of writing amongst reluctant writer (Alber, 1999). Cain (2001) found that during the course of a year the pupils, who began with low self-esteem as learners and were low achievers, improved in several ways after the sustained use of mind maps. The students were classified as mainly visual and kinesthetic learners. Mind maps were used to help students recall information and to plan future planning, including use as pre-narrative writing planning 'tool'. It was noted that students' motivation and attitudes to learning improved, as did their self-esteem. They also became more self-reliant and independent, showing increased application to tasks.

The procedures of mind map strategy (Gupta: 2011) are as follows:

1) Planning
   This is the first step in this process and takes place before the beginning of the actual group process. At the start of this process, the facilitator works with people involved to decide on who will participate in the process. Remember it is good to encourage a wide range of relevant people in order to ensure that various viewpoints are taken into consideration.
2) Statement Generation
   It is after the focus and participant statements have been decided that the participants develop a large set of statements. These statements that describe the focus form a number of different aspects. Brainstorming is typically used in this process.
3) Statements are Now Structured
   Once generated, the participants organize the statements to check if they are related to each other. This is done in two processes - sorting and rating. In the first process, each participant sorts the statement into piles according to their judgment. In the next process, the participants rate each other on some dimension, whose focus is decided in the planning.
4) Statements are Represented
   It is at this point that the stakeholder's team is ready to make the map. At this stage statistical analysis is used, the two kinds being, multidimensional scaling and cluster analysis. Using the first type of analysis each statement is represented as a single separate point on the map. In this case the statements that are piled together by more participants are put closer to each other on the map meaning that the distance between the points on the map stands for the degree of interrelationships among the statements. In the second analysis that is called cluster analysis, the outcomes are portioned into cluster or groups. The concepts that are grouped into a cluster are the ones that are strongly interrelated to each

other or reflect similar ideas and concepts. A cluster analysis represents conceptual domain.

5) Maps are Utilized

In this step the stakeholder group uses the maps to address the area that they were focusing on earlier. The map that has been created is useful in both evaluation and planning. It helps in planning by showing the action plan, assessment of needs, planning of the group structure or the program development. In the second category, it displays the basis for sampling, developing measures and/or outcome assessment.

According to Harkirat et.al (2011, p. 190), there are four lesson stages of mind map strategy. (1) developing students' prior knowledge by asking the students to reviewing the multi-color mind map on the content covered in the previous lesson; (2) introducing new content teaching by providing presentation as well as demonstration; (3) establishing class work revision by conduction group work and individual work, in which in the group work, the students are asked to prepare group mind map, after that in the individual work, the students are asked to prepare individual mind map; (4) the optional stage is providing homework, the instructor considered it as necessary, so that he/she can provide it to complete the topic mind map. There are at least 4 similar ways in using mind map strategy in teaching writing. By considering the procedures chosen in using mind map strategy, it is expected that this procedure of using mind map strategy can promote group collaboration, more interaction between teacher and students, students and students, and of course it promotes developing students' ability in writing, particularly in writing summary and writing motivation.

METHODOLOGY

The design of this research was quasi-experimental research with the type used was pretest-posttest non-equivalent group design. First, both groups were administered by pretest. Then, an experimental group was treated by mind map strategy meanwhile a control group did not get any treatment. Then, both groups were administered by posttest. (Cohen, Manion, and Marrison, 2007, p. 283). In general, the population of this research was the fifth semester students of English Education Department of UIN Suska Riau which consisted of 6 classes (194 students). The sampling technique used was a cluster random sampling technique. Two classes were invited (56 students). However, during treatment, some of the students were inconsistently coming to the class to join the writing class, thus 14 students were eliminated as participants of the research. Therefore, only 21 students were selected as participants for each class. It meant that 42 students were taken as sample of this research. In order to assess the students' ability in writing summary, ESL Composition Profile (Jacob, et al, 1981, p. 30) was used as the guidance for two raters. To identify the level of students' writing ability, the writing category (Reid, 1993, p. 237) was used.

Table 3: Writing Category

Level	Score	Category
A	90-100	Excellent
B	80-90	Very Good
C	70-80	Average

D	60-70	Poor
E	Below 60	Very Poor

1. Questionnaire
   Questionnaire was used to get the data about the students' writing motivation. This questionnaire was used before and after the treatment. There were 15 indicators of students' writing motivation developed into 30 items. It used Likert scale which consisted of 5 choices as follows:

Strongly Disagree	= 1
Disagree	= 2
Neither Agree nor Disagree	= 3
Agree	= 4
Strongly Agree	= 5

In order to analyze the data, T test was used in order to find out the difference between scores of pretest and posttest taken from the experimental group using Mind Map strategy and the difference between scores of pretest and posttest taken from the control group and the difference between the scores of both pretest and posttest of the experimental group and the control group. Two kinds of formula of T-test was used; a paired sample t test and independent sample t test.

a. Paired Sample T-Test
   Paired sample T-test was used in order to find out (a) the difference of scores between pretest and posttest of the experimental group, and (b) the difference of scores between pretest and posttest of the control group.
b. Independent Sample T-Test
   Independent sample T-test was used in order to find out (a) the difference of pretest scores between the experimental and control groups, and (b) the difference of posttest scores between experimental and control groups.

RESULTS

After collecting data, and assessed by the raters. The results of students' ability in writing summary and writing motivation can be seen in the following table.

Table 4: Summary of Students' Ability in Writing Summary and Writing Motivation

Group	Mean of Writing Summary			Category	Mean of Writing Motivation			Category
	Pre	Post			Pre	Post		
Control	59.86	69.33		Low	100.86	100.43		Medium
Experimental	61.14	77.38		Medium	121.38	124.43		Medium

From the table above, it can be seen that students' score of writing summary in experimental group is higher than control group with different gain category received. In addition, the students' score of writing motivation in experimental group is higher than control group, but the closely similar gain category received. Furthermore, two main hypothesis were proposed. First: there was significant difference of students' posttest mean score between the control and the experimental groups in writing summary at the English Education Department of UIN Suska Riau.

Table 5: The Results of Independent Sample T Test of Posttest Scores of Control and Experimental Group

Group	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	t	df	Sig. (2-tailed)
Control Group	21	69,33	4,72	1,03	1,00	0,32	6,57	40	0,00
Experimental Group	21	77,38	3,04	0,66					

Based on the table 5, by using independent sample t test, it could be seen that the sig. (2-tailed) was 0,00. It was smaller than p-value was 0,05 (0,00<0,05). Therefore, H_0 was rejected. It meant that there was significant difference of students' posttest mean score between the control group and the experimental group in writing summary at the English Education Department. Thus, the first hypothesis was **accepted**. Second: There is significant difference between students' writing motivation after treatment between the control and experimental groups at the English Education Department of UIN Suska Riau.

Table 6: The Result of Independent Sample T Test after Treatment of Writing Motivation

Group	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	t	df	Sig. (2-tailed)
Control Group	21	121,38	4,04	0,88	1,16	0,29	-2,08	40	0,04
Experimental Group	21	124,43	5,35	1,17					

Based on the aforementioned table, by using independent sample t test, it could be seen that the sig. (2-tailed) was 0,04. It was lower than 0,05 (0,04<0,05). Therefore, H_0 is rejected. It meant that there is significant difference of students' writing motivation after treatment between the control and experimental groups at the English Education Department of UIN Suska Riau. Thus, the second hypothesis is **accepted**.

CONCLUSION

Based on the results discussed, two main points can be concluded. First, there is significant different of students' ability in writing summary between control and experimental group. The students at experimental group performed better than control group in which the gain of students' score at experimental group is medium, while the

gain of students' score at control group is low. Second, there is also significant different of students' writing motivation between control and experimental group. However, the gain achieved by both group for writing motivation is closely similiar in the medium category. Thus, it can be concluded that there is significant effect of using mind map strategy on students' ability in writing summary and writing motivation at the English Education Department of UIN Suska Riau.

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Integrating Hot Issues to Aid Students' Scanning Skill

Ummi Rasyidah
An English Lecturer of University of Pasir Pengaraian
Email: ummirasyidah@yahoo.com

ABSTRACT

Scanning has been deemed either a rapid reading skill leading to superficial understanding or a demanding cognitive or metacognitive skill. At the university level, scanning has been viewed as an essential reading skill and as a basic skill to be taught. The purpose of this classroom action research was to explore the extent to which bringing hot issues to improve students' scanning skill and the factors influence these improvement. Second semester of English Study Program of UPP were selected as the participant. These 27 students met several problems in scanning skill. Students provided a topic in each meeting then required to find an article. Quantitative analysis showed that students achievement in scanning skill were better. Qualitative analysis evolved through four distinct phases, each of which involved observation, field notes, and semi structured interviews to provide insights on the factors that influence the improvement. These instruments provided information about the level of improvement in reading comprehension and evidenced factors in the students' performance when they read hot issues in English. Findings suggested that successful integrating hot issues in reading appeared to simultaneously require both similar and more complex applications of (1) topic selected, (2) contribution of group work, (3) motivation and (4) lecturer's approach. The researcher suggests that reading hot issues as a source of reading can be used effectively to improve students' scanning skill. Implications for literacy theory and future research are discussed.

Key words: hot issues, reading materials, scanning skill

INTRODUCTION

In past, reading experience can be obtained in the library. The school library is a gateway to knowledge and will serve as a starting point or road map to reading and the promotion to reading culture. The library provides books and other resources which will help shape thoughts and influence the actions of students throughout life with active supervision by an experienced librarian. Nowadays, due to technological development, reading habits are changing. When technology is slowly taking a steady control over individual lives, we have to be able to utilize it as a source of learning.

In university level, students are required to cope with a lot of reading texts and to become a competent scanner. This is needed even the fact show us that the students had negative attitude towards scanning. Evidence proved that students need much time to scan then it is not "scanning skill".

The Internet has caused educators to confront issues related to new objects, as previous objects of innovations (materials, methods, and strategies) have never been adopted so rapidly and in so many places simultaneously. Moreover, Internet access has

become common in school. One of the advantages of internet is immediate dissemination of information through the click of a single link.

Many students have limited ability to comprehend texts. English reading is not only the purpose of the study, but also the main means and paths of learning English. English reading skill is one of the important language skills, which students have to master. In our institution, Reading is hierarchal subject which consists of *Reading I, Reading II, Reading III, Extensive Reading I,* and *Extensive Reading II*. In order to improve students' reading ability, lecturer should particularly focus on the development of students' effective reading skills and good reading habits.

BRIEF LITERATURE

Bringing hot issues from the internet can be part of authentic materials. This statement supported by Kilickaya (2004) who stated that authentic materials means exposure to real language and use in its own community. Moreover, Martinez (2002) defined authentic materials as the materials which are prepared for native speakers and not designed to be used for teaching purposes. Supporting the studies on the effectiveness of reading skills, Tahririan and Basiri (2005) worked on the effectiveness of reading abilities in Internet reading. The results of the study indicated that reading skills (skimming and scanning) are fundamental to Internet reading. The Internet readers mainly favored quick glances from top to bottom of the page. Their eyes moved from one item to the other in search of relevant information. They did not read every word or every line of the page.

Alderton (2010) emphasizes that teachers must purposely bring skimming and scanning to the forefront as a way to support comprehension of Internet texts. Richards and Schmidt (2002, p.444) argue that reading builds on several micro skills; one of them is scanning (noticing specific details). Nel, Dreyer and Kopper (2004:95) see that reading for university courses is demanding as students need to complete a large quantity of reading in a limited amount of time and able to identify specific issues through reading. Ding (2008) promotes reading internet material through scanning is effective and efficient for fast reading. Deals with the previous experts, Weir et al. (2009) note that reading activities are either more local or more global in their orientation so while the act of 'scanning' (i.e., locating specific information within a text) has a more local focus; the act of 'skimming' (i.e., obtaining an overview of a text) is a more 'global' form of reading.

Specific information detects through standard features of question mark or 5W1H. These kind of questions serve great purposes in scanning. A question thread from 5W1H usually comprises several variation conveying different information needs, and it is highly desirable to identifyindividual sub-questions and match each of them to the user query.Question sentences in 5W1H are usually mixed with various description sentences then, simple heuristics using question mark or 5W1H words (who, what, where, when, why, how) may become adequate.

METHOD

By using classroom action research where the researcher paid more attention to improve students' skimming skill during teaching learning process by using hot issues as materials. Classroom action research is a reflective process which helps educators to explore and examine aspects of teaching and learning and to take action to change and improve.

FINDING AND DISCUSSION

This classroom action research was conducted at the second semester students of the English Study Program of University of Pasir Pengaraian. The numbers of students are 27. The research was done in two cycles by bringing hot issues to improve students' scanning skill; each cycle consisted of five meetings with the test included; each meeting had time 2 x 45 minutes. Each cycle of this research consisted of four phases; planning, action, observation and reflection.

Before carrying out the first cycle of this research, at the beginning the researcher and her collaborator gave scanning test to students to know the based score as the pre- test. The scanning test was assessed starting by 5W1H questions.

From the pre-scanning test given, the researcher could found the students' based score in scanning skill. It was found as in the table 1.

Table 1. The Average of Based Score

No	Questions	Average Score	Criterion
1	Who	65,54	Fair
2	What	61,46	Fair
3	Where	67,80	Fair
4	When	57,62	Fair
5	Why	55,38	Fair
6	How	49,33	Very Poor

After gaining the based score of students' scanning skill, the researcher found the class average score of students speaking skill in each type of questions. It was useful to see how the students' scanning skill was. By gaining the class average score of students' scanning skill, the researcher could analyze how students' ability in answering the questing which started by who, what, where, when, why and how inserting hot issues as the reading material in scanning.

The result of each indicator was mostly in fair level. On the other hand, the improvement or changed are needed. Consequently, as to overcome the problem of students' scanning skill, the researcher made plans of activities done in the first cycle by inserting hot issues in teaching scanning skill.

1. The extent to which hot issues could improve students' scanning skill.

As it was stated previously, this classroom action research was conducted in two cycles and each cycle had five meetings. In order to overcome students' problem in scanning skill, the researcher use hot issues as aid to improve students' scanning skill.

By analyzing the data qualitatively and quantitatively gained during two cycles, the researcher found that using hot issues could improve students' scanning skill. It could be found from the result of the task, the test and the observation in reading at the end of cycle, the observation checklist, the field notes and interview done.

The improvement was started by preparing some plans related to the research done such as the schedule of the research, the existence of collaborator / raters and the instruments needed during the research. The result of the pre-test was as the guidance to plan some improvement in this research. The result of the research was displayed in the following. It was also analyzed quantitatively and qualitatively during the cycles, as in the following:

THE FIRST CYCLE

First cycle was conducted on March 02nd, 09th, 16th, 23 rd and 30th 2015. This cycle consisted of five meetings and every meeting was conducted with the collaborator. The collaborator explains everything concerning to the teaching and learning process. There were four stages in conducting classroom action research and they were described in this following explanation :

1. Planning.

Before conducting the research, the researcher arranged some plans which were conducted during the action stage. Those plans were scheming lesson plan, preparing topics, observation sheet, field note and interview guide. There were four topics for the first cycle. All topics should be access in internet related to sport, education, politics and science.

2. Action.

During the research, the researcher was helped by the collaborator. The collaborator fulfilled the observations sheet and field note during the research completely. The researcher did the research once a week and planned the activities to do for the next meeting very well.

The researcher divided the students into seven groups. Each group consisted of 3-4 students. Each group was required to bring an article about hot issues related to topic given. In the end of the meeting, the researcher gave a task to the students and in the end of cycle, a test was given.

The test was related to the topic given. Four articles were provided with 5W1H questions. The total number of test was 24 items. The researcher only gave the post test for cycle one to establish the improvement of students' scanning skill. In this case, she also evaluated students mark in each type of question. In detail, the test result can be seen in the following table:

Table 2. The Students' Average Score in Scanning Skill in Cycle 1

		Questions					
No	**Cycle 1**	**Who**	**What**	**Where**	**When**	**Why**	**How**
1	Meeting 1	63,69	60,11	60,71	67,73	60,25	58,45
2	Meeting 2	58,92	56,54	67,14	61,33	57,73	55,06
3	Meeting 3	64,16	53,57	53,57	75,43	55,35	60,48
4	Meeting 4	60,85	57,62	70,03	67,61	65,02	60,00
5	Test of Cycle 1	61,31	59,52	62,83	55,35	58,92	60,00
	Average Score	61,79	57,47	62,86	65,49	59,45	58,80

3. Reflection

The collaborator observed the activity during teaching and learning process from the first activity until the end of this cycle. He wrote several notes after attentively monitor the students' activities in the class then the researcher knew the progress of the student activities. It helped her to formulate students' problems and created solution to solve them. The researcher also focused on the students weaknesses that can influence their scanning skill.

The field note informed that there were some important points found by the researcher during using hot issues at the first cycle. Although the researcher had selected the material which closely related to their daily life, the students were not very familiar with them. They did not know what the topics talked about. The collaborator observed that this problem occurred due to a few students did not have enough preparation before coming the class. They did not work cooperatively with the group members in selecting the article.

Lecturer approach also played an important role in reading class. The researcher was able to control the classroom. Field note which written by the collaborator indicated that the researchers was welcome with a wrong answer of the question. She did not correct the students' mistake directly but she tried to find an appropriate time and word to help the students in producing the correct one.

The improvement of the students' scanning skill at this cycle indicated that bringing hot issues gave contribution to improve their scanning skill. Even though the improvement was not significant, the progress of improvement can be clearly seen through students score in each meeting. Observation sheet, field notes and interview could explain why there was an improvement of students scanning skill.

Besides on the activity that had been done by the researcher and the students in this meeting, there were some notes that should be considered by the researcher in using hot issues in the reading class. The second cycle is needed because students' achievement at the first cycle was not satisfied yet.

From the problem mentioned found in the cycle one, the researcher together with his collaborator agreed to continue the improvement for better result followed by the improvement of the teaching and learning process. The improvement focused on the following points:

1. Motivating students to be active in the pre-activity
2. Guiding students to work cooperatively in selecting the appropriate article
3. Increasing the explanation about information needed from the articles.
4. Asking students to be careful in scanning.

THE SECOND CYCLE

The researcher reminded the students in the beginning of the cycle two about the topic so that the group members can work together to select the article. Four topics were addressed in the second cycle then the researcher reviewed all aspects in order to give positive feedback from the activities in the classroom.

1. Plan

There were some focuses done at this cycle. The focuses was based on the reflection in cycle one. The second cycle was also conducted in five meetings. The first meeting was held on 06th April, 2015. The topic was *economic*. The second and third meetings were conducted on 13th and 20th April 2015. The topics were *entertainment* and *international issues*. The fourth meeting was on 27th April 2015. The topic was *local news*. Then, a test was given in the fifth meeting at 4th May 2015.

2. Action

In this cycle the researcher still brought hot issues as the source of reading materials. The students then asked to identify the information by focused on 5W1H questions. Furthermore, they had to be able to deliver the correct answer. The time

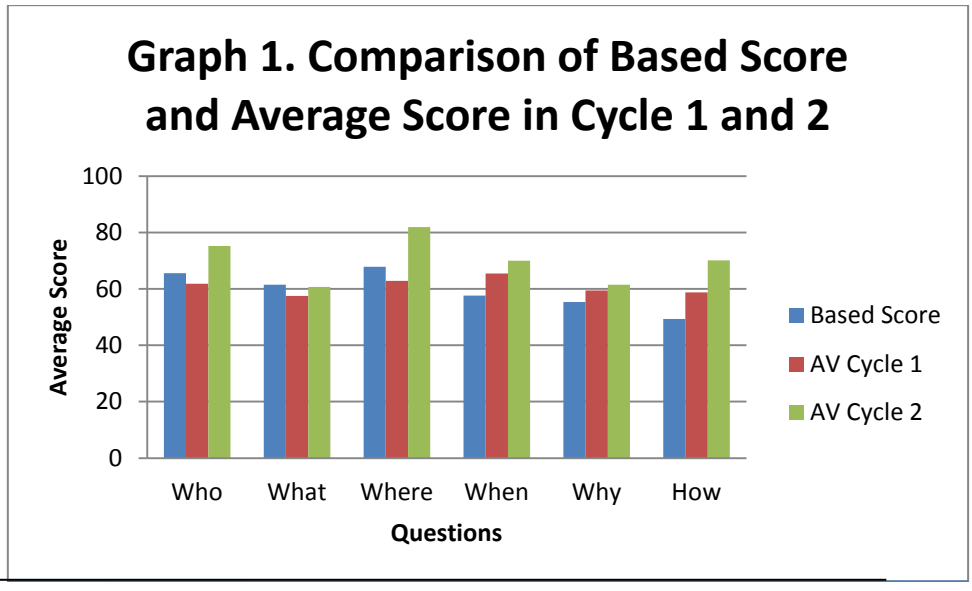
managed clearly by the researcher, so the students had limited time to perform in this stage. In other way, time allotment was managed strictly.

Similar to the first cycle, the researcher also assigned a task at the end of first up to four meetings. The task used one of the article selected by the group. It consisted of six questions. She distributed a test in the end of cycle two. Then, in order to find out the improvement of students' scanning skill in cycle 2, it could be more analyzed by comparing the class average score in each type of question. There were some changes by the meetings. Even though, the changes were only a little. The comparison gained from meeting 1 to the test of the cycle was shown as in the table 3. Even though the score were increased slowly, the researcher believed that the students made progress in scanning.

Table 3. The Students' Average Score in Scanning Skill in Cycle 2

No	Cycle 2	Questions					
		Who	What	Where	When	Why	How
1	Meeting 1	63,69	60,11	78,57	67,73	60,25	58,92
2	Meeting 2	67,26	61,31	78,57	64,28	57,73	63,69
3	Meeting 3	83,33	58,56	81,54	66,66	65,35	76,78
4	Meeting 4	90,47	63,00	88,09	73,82	65,02	79,16
5	Test of Cycle 1	71,31	60,66	82,83	77,38	58,92	72,25
	Average Score	75,21	60,73	81,92	69,97	61,45	70,16

After analyzing the improvement gained by the students in scanning skill started from the first cycle to the second cycle, it can be stated that there was an improvement achieved by the students between the cycles. It could be seen from the diagram 1 below:



The researcher identified that students' score in cycle one improved in three types of questions; *when, why* and *how* and decrease in other questions started by *who, what* and *where*. The improvement in all types of questions occured in the second cycle.

It means that the students became better after gaining some explanation from the lecturer.

The score began with 59.52 (before using hot issues). It indicated that the result was still poor. Therefore, it was needed to bring authentic materials to improve their scanning skill. Then, treatment at cycle 1 could improve their scanning skill up 60.98. However, the students score result at cycle 1 could not satisfied yet. The research should be continued to cycle 2. Then, the students scanning skill average score for cycle 2 increased significantly, which was 69.91. It means that the score was higher than minimum standard score of English. As mentioned before, the minimum standard subject for *Reading II* is 65. In sum, using hot issues could improve the scanning skill at second semester of English department students of University of Pasir Pengaraian.

3. Reflection

The researcher together with the collaborator agrees that students' scanning skill improved through the topics given. In conclusion, the students' scanning skill after applied classroom action research through hot issues as the source of reading class achieved better improvement. They achieved much better improvement if it compared to students' scanning skill before carrying out the research.

Having finished the two cycles, the researcher interviewed the students about students' thought towards hot issues in teaching and learning reading. In general, first they were motivated to read because of variety of the topic. Second, the contribution of friends also helped them to overcome the difficulties found in the teaching and learning process.

2. Factors that improve students' scanning skill through hot issues.

Qualitative and quantitative findings indicated that the students increased their scanning performance significantly. Furthermore, the students in second cycle were able to foster their reading skills in such a way that they were able to use it with linear materials as well. Besides scanning, the students also increased their participation and motivation. Although the students in cycle one made some progress in the following research period, their achievement remained significantly lower than in the second cycle. These findings not only make clear that pedagogically bringing hot issues has a positive impact on foreign language reading skills, participation of group members, and motivation, but they also support the argument that a variety of methods and approaches should be used and that traditional approaches alone should not dominate in foreign language instruction.

The activities of teaching reading skill through authentic materials have brought a lot of improvement toward students' scanning skills. In relation with the observation checklist, field note and interview from the first cycle up to the second cycle, it can be identified the factors that improve the students' scanning skill such as topic materials, contribution of group members, motivation and lecturer approaches.

a. Topic

In reading, topic of materials is considered the dominant means for learning new information and gaining access to alternative explanations and interpretations. Also, topic plays a primary goal to attract students to read. Students' prior beliefs about a topic would affect how they comprehend, remember, and learn factual information given in a text. It seems that students can effectively comprehend textual information with high content value when they were interested about the topics. Not suprisingly, Lee

(2009) found that topic congruence and topic interest affected the L2 readers' recall of lower-level textual information in complex ways.

Clearly mentioned the students selected the article based on the topic given. Students felt free to choose the article. From interview, 3 of 4 students mentioned that they chose the more interesting and familiar topic. Accordance to the effect of familiarity of text in reading, Engin and Seven (2005) found that the topic familiarity and background knowledge are effective and important to understand the reading passage. Leeser (2007: 253) later showed topic familiarity can also promote learner's ability to make form-meaning connections".

b. Working in a group

Allowing students to choose reading materials means the students get involved in learning process actively. If students are involved in the process of learning, they will find something that will be advantageous for later use and, consequently, better comprehension takes place (Hayati and Jalilifar, 2010:53). Even the function of group is to help learners to take the responsibility of their article, it leads the students to work on activities that will eventually enhance their understanding of the subject. Hull (1985, in Horder 2010) believes that adults learn best if they were put in groups. further, group work technique helps students learn better and improves their achievement (Al-Sheedi, 2009). Wichadee (2007) reported that students benefited from group work in their reading comprehension, for example, their reading skill improved, their interaction increased, they felt at ease, learnt more, enjoyed their time and learnt how to work with one another. Those findings come up from the students reflected enjoyment during group work because , the groups were formed earlier in the beginning of the semester to give students a chance to familiarize themselves with their peers and become more comfortable to engage in any discussion.

c. Motivation

One of the most important advantages of using authentic materials is that it increases learners' motivation and reflects positively on their learning process. Continuing this idea, Guariento & Morely (2001) state that authentic materials help to motivate learners learn the language by making them feel they are learning the 'real' language. Allowing students to select some of their own reading materials gives students control over their learning. Teachers need to structure and guide student choices so that struggling readers select materials that are appropriate for their reading level and that address the content they are learning. **Choice is widely acknowledged as a way for enhancing motivation.** In addition, Guthrie and Wigfield (2000) suggest that providing genuine student choices increases effort and commitment to reading.

d. Lecturer's approach

It is clear that in this reading class, the student had a great opportunities to select the reading materials. This influences students' attitudes towards learning process. The textbooks used in many secondary level classrooms often do not hold students' interests. Teachers can provide students with other reading materials that interest them and that pertain to the subjects that they teach. Teachers can start by conducting online searches for high interest, matched-to-reading-level materials. Books, magazines, and newspaper

articles that adolescents consider interesting help them view reading as a way to learn more about topics that are attractive to them

CONCLUSION AND SUGGESTION

This paper has presented an overview of theoretical issues and research in the area of scanning as a reading skill or strategy for reading academic and Internet texts to show how university students need to be taught scanning to cope with the reading demands and to enhance their learning through effectively scanning vast amounts of texts.

I am still investigating other features that are helpful to improve students scanning skills. One promising direction for future work is to also employ reading skills to other related micro-skills areas such as skimming, predicting etc. It is also interesting to employ a learning methods to boost the accuracy and scalability of the improvement.

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Improving Students' Involvement in Listening through Strategy-Based Instruction

Suyono

ABSTRACT

Strategy-based instruction is believed to be able to improve students' involvement in learning, including learning listening. Unfortunately, the lack concept of the instruction and the less training that the students have causes them still struggling in learning listening. This research report is aimed at investigating the effectiveness of using strategy-based instruction in term of students' involvement and students' comprehension in listening. This is a classroom action research of which the researcher and the teacher worked collaborately in implementing the strategy-based instruction. The research was done in two cycles of which each cycle was realized in three meetings. The data were collected using questionnaire and test. The finding suggests that the strategy-based instruction improve students' learning in term of involvement and comprehension. The involvement in learning listening raised in all aspects of strategies which include cognitive, metacognitive and socio-affective strategies which reaches 30,3%. The improvement in term of involvement also affects the improvement in students' comprehension from the average of 47 in the beginning of the study to 73 or 53% at the end of the.

Key words: Students' involvement, learning strategy, strategy based

INSTRUCTION

Listening is widely viewed as the most difficult skill to approach in foreign language learning (O'Malley, Chamot, & Kuper, 1989; Vandergrift, 2004). Compared to other skills, such as reading or writing, which allow the language learners to have some degree of control over the process, listening only provides little, if any, control with which the learners to intervene. Once they miss part of the aural message while listening, they are very unlikely to return to that missing part without losing more parts of the input. While for the sake of learning, they may ask the teacher to repeat the missing part of the recording in a classroom setting, real life listening such as listening to news from CNN or BBC channels does not allow this control. Therefore, listening is a very complicated process for many learners to engage in.

Some of the difficulties associated with listening which make listening is so complicated are pace and accent of the speakers, text load and level characteristics, learners' insufficiency of language and content knowledge and task and process characteristics (Rubin, 1994; Vogely, 1998). An unfamiliar accent used by the speaker in conjunction with high speech would definitely cause problems with listening. This will be further complicated when the text and task types are beyond the learners' linguistic and real world knowledge. Yet, knowing what to listen for and how is believed to relieve, to a certain degree, the complicated matter of listening. Therefore, training the learners to familiarize themselves with text and task types of listening and some strategies to approach them would be badly needed (Carrier, 2003; Cross, 2009; O'Malley, et al., 1989).

A wide array of strategies in learning a foreign language have been identified, namely cognitive and metacognitive strategies. Cognitive strategies are directly responsible for making sense of the incoming listening input, metacognitive strategies support the cognitive endeavour by planning, monitoring and evaluating the process of attending the inputs (O'Malley, et al., 1989). In addition, socio-effective strategies are other determining factors which indirectly also support the process of sensing the aural input. (Bacon, 1992; Chamot, 2005; Oxford & Crookall, 1989)

There is a doubt whether strategies for listening exist and are thus teachable. Ridgway (2000) is one who argues that strategy is something subtle and people may not realise whether they are applying a particular strategy while listening. Furthermore, he maintains that having the learners aware of what is going on while they are listening to particular aural input would place greater burdens upon the students and is unrealistic; on one hand, they have to extract the meaning of the incoming input and on the other; they have to recognise the label of the strategies they may apply. In addition, Field (1998, 2000) suggests that students' differences in temperament and whether the strategies meet students needs in long term use are other concerns raised to respond the trend of strategy instruction. Chen (2007) and Liu and Goh (2006) also suggest that some students are reported not to receive any benefit from strategy instruction and state that such instruction is useless.

Despite some concerns regarding strategy training in listening, most researchers in listening strategies maintain that strategy can be taught to the learners. The only difference is whether strategy instruction should be taught explicitly or implicitly and whether it should be embedded or at a direct level (Carrier, 2003; Chamot, 2005). In embedded and implicit instruction, the teacher guides the students through a listening activity without letting them know that a particular listening strategy is being put into action. On the other hand, explicit or direct instruction of listening strategy teaches the learners the label of the strategy and how it works. Chamot and Thompson (2005) and Rubin (1996) suggest that explicit instruction of listening strategies is more effective in boosting learners' listening fluency compared to the implicit instruction as it enables learners to transfer such knowledge to other contexts. This article supports the available notion that strategy training may improve students effort in listening particularly in term of their involvement and their listening comprehension.

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METHODOLOGY

This is an action research of which the subject in question got ways of improving their engagement in learning listening through strategy-based instruction. This research was conducted to English Students of STAIN Batusangkar who took Listening 3 in the 2011/2012 academic year. The total number of the students were 101 which were grouped into three classes; group A, B and C. Each class consisted of 32, 35 and 33 respectively. This research focused on one of the classes of which the students' involvement and achievement in listening is considered lower compared to the others. For selecting the focus of the study, the researcher consulted to the lecturer for the averall track record of the students in term of involvement in the previous Listening subjects and their averall score of the subject. In addition, they were also assigned to do pre test so that the past information and the current situation really went together.

This research followed the common model of classroom action research which includes planning, action, monitoring and evaluation, and recycle until sufficient conclusion is drawn (Burns, 1995; Syamsudin & Damajanti, 2006). In planning the

instruction, the researcher designed syllabus and determined what strategies were introduced to the students. Then, a lesson planning for each meetings of which altogether were six lesson plans was designed. For each of the lesson plans, there were some supporting handouts or worksheet for the sake of the lesson.

In implementing the lesson plans, the researcher and the co-lecturer took turn conducting the teaching. In the first three meeting, the teaching was delivered by the researcher. While in the last three meetings, the co-lecturer did it as she was assumed to get to use to do such instruction. Throughout the study, the researcher and the co-lecturer discussed the implementation of the plan and drew some ideas for reflection and improvement of the next meetings.

To collect the data, questionnaire and test were applied. Questionnaire was used to seek information about students involvement in pre, whilst and past listening activities. The questionnaire included information on students' cognitive, metacognitive and socio-affective strategy inventory during the proses. Test was administered to gather information in term of the initial proficiency of the students listening comprehension and how their comprehension might improve after following the series Listening lesson using the SBI. The data from the questionnaire were analised using simple descriptive statistic and compared the result of the quantification from the pre-circled, end of circle 1 and end of circle 2 data to see if improvement took place. Similarly, the data from the tests were also quantified using descriptive statistic and used the result to see whether improvement on Listening comprehension was apparent.

PROCEDURES AND FINDINGS

Involvement in learning may be seen from three different aspects, namely cognitive, meta-cognitive and socio-affect resources. Engagement in cognitive aspect refers to how learners use their cognitive capital to approach particular learning tasks by categorizing, inferencing, organising or contextualizing the the learning input. Engagement using meta-cognitive aspect means the endeavours the learners spend to deal with the learning inputs by planing, monitoring, evaluating and such. Meanwhile, socio-affective engagement involves the investment of feeling and others to help the learners to approach to the learning. While the first two aspects are mostly invisiable, the latter might be feaseble.

Using questionnaire to gather information of the students' engagement in Listening on those three different aspects, this research study revealed that the learners in question had already invested those aspects and the degree of the engagement was increasing due to the introduction of the strategy-Based Instruction.

1. Pre-Circle

To see the initial knowledge and application of those three aspects of learning strategies in Listening, the respondents of this research were assigned to fill the strategy inventory questionnaire (henceforth, SIQ). They were also assigned to follow pre-test. The data from the first SIQ showed that the average students score was 3,3. While for the averall score for each aspect of the students' learning strategy was 3,44 for metacognitive strategy, 3,21 for cognitive startegy and 3,88 for socio-affective strategy. All of those scores were considered medium in term of used and aplication (Oxford, 1989).

In contrast to the strategies inventorily used by the respondent which was considered medium, the students' score in term of listening comprehension at the pre test session was considered low. The score was 47.

2. Circle 1

a. Planning

Learning from the data of the first SIQ of which the students' engagement in Listening was not significantly high, the particular steps should be done to increase their envolvement in Listening. Therefore, the researcher planned particular strategies for teaching how to listen the aural input.

There were 17 strategies which were planned to be introduced throughout the first three meetings. In the first meeting, there were 8 strategies which include setting goal in listening, activating background knowledge, note taking, selective attention, cooperating with peers, paying attention, peers counseling, and clarifying to the proficient listeners. In the second meeting, the students were introduced with making an outline and making summary strategies, while in the third meeting, making prediction, ask question, making inferencing, focus attention and building a big picture strategies were introduced.

Together with the planning of the lesson, the researcher also planned the lesson planned for each meeting which informs the standard competence, core competence, indicatators, lesson objectives, materials, teaching approaches, teaching procedures and assessment policy. Each of the lesson plan was also accompanied by worksheet or handout for the students which contains series of works have to be done during the lesson.

b. Action

1) First Meeting

The first meeting was done on Friday at 14.05 – 15.45 on September 21, 2011. The student were about to learn listening to narative text which was about some one someone called Yusuf Estes who became a Muslim. He told that he was a former Christian Minister but later converted to be a Muslim after having bussines with a man from Egypt. After series of events he experienced and discussion with the man, he eventually left his former religion and turned into Islam.

In order to comprehend the text, the students were introduced to some strategies as stated in the plan and how to apply such strategies while listening to the text. They were taught how to use the strategies before listening to the text, whilst and after listening to the text.

In addition, while applying the strategies, they were given three times to listen to the recording. As suggested by Vandergrift (2004), the first listening was given to allow the learners to oreint themselves with text, the second listening was to very the details of the text, while the third listening was given to alow the students to reconstruct or synthesize the whole information of the recording.

2) Second meeting

In the second meeting which was done on Friday, at 14.05 – 15.45 on September 30, 2011, the students were still learning to listen to the narative text. As the material from the first meeting a bit long for the students to listen to the whole text, it was continued to the second meeting. Therefore, there was no separate worksheet from the first meeting worksheet, except that the details of the infromation was continued.

The procedures for teaching in the second meeting were similar to the first one of which the new two listening strategies; making outline and making summary were

conceptually and practically introduced and the students were also be given three times to listening. After listening to the recording three times, the students were assigned to practice making outline and making summary.

3) Third meeting

In the third meeting which was done on Friday at 14.05-15.45 on October 7, 2011, the students were about to learn listening to monologue descriptive text. The text was about the description of the relationship between gender and kind of job in particular hospital in Sydney. The description is said to be in a table of which gender and kinds of job in are colums and numbers related to the occupation are in rows. The narator also provides the comparison of those male and female differences and give conclusion of the table.

As particular text may be approached differently to others, in this meeting the students were introduced to seven new listening strategies which were mostly appropriate to the descriptive texts. The strategies included making prediction, ask question, making inferences, focus attention, building big picture and bilding imagery. In addition, the students were also told to apply the relevant already-taught strategies from the previous weeks.

Moreover, the procedures for listening to the text remained similar to the prevoius weeks. The students were help to familiarize the the fore going text in the pre-listening session, and were given three times to listen to the recording so that they could orient, verify and reconstructing the text in the whilst listening activity and doing evaluation by making summary in the post listening activity.

c. Monitoring

While implementing the SBI throughout the first to the third meeting, the researcher and the co-lecturer did monitoring the process. Some ways which were done to monitor the process include walking around to see if the students wrote something on the worksheet to indicate the application of the taught strategies, observing peer discussion if they were told to do so, reading the students' facial expression if they were understood with the explained and applied strategies and so.

From the monitoring process throughout the first three meetings, it was found that some students were eagerly applied almost the whole process of the instruction. It was proven by the filling of their worksheet of which it might reflect their engagement in the learning. However, some students showed otherwise.

d. Evaluation

Having implemented the SBI in the first circle, the researcher administered SIQ for the second time which was done in the last 20 minute of the third meeting. The aim of this queationnaire was to see how the studens make use of the afore taught strategies and to see if improvement in term of metacognitive, cognitive and socio-afftective strategies might take place.

The data from the second SIQ revealed that the averall score for strategy invesment was 3,8. This score was considered high based on the band score criteria as suggested by Oxford (1989). For the individual aspect of the strategy, it was shown that meta conitive strategy was 3,9, cognitive and socio-affective strategy were 3,62 and 3,98 respectively. These individual scores were also considered high. Compared to the first SIQ data of which the averall score was 3,3 and the individual score was 3.44, 3.21, and 3.38 for meta cognitive, cognitive and socio-affective strategies respectively, there was an improvement of the startegic investment spent by the students in listening. There was an average increase of 14,3 % for the whole strategy engagement. While for the

average increase of the individual aspect of strategic investment was 13,7% for meta cognitive strategy, 12, 8% for cognitive strategy and 17,8 for socio-affective strategy.

Apart from those improvement in term of strategy engagement gained from the SIQ data, the researcher found that some students still had difficulties in appliying some strategies. It was shown from their worksheets of which some points were still blank. In addition, time alocation for completing the worksheet was another issue. Therefore, these problem were addressed in the second circle.

3. Circle 2.

a. Plan

Planning for the second round of the study was focused on two aspect, namely, keep implementing the already taught strategies and introducing new strategies to the students. In implementing the already-taught strategies, it was planned that the students got fair opportunity in using them particularly those that are used in pre-listening activities. Meanwhile, for the new strategies which include making prediction, making use of context, checking dictionnaire, structured reviewing, building confidence and making positive impact were only planned on the fourth and five meetings, while on the last meeting was not used to introduced any new strategies. Instead, it was planned to allow students to get practice on applying the whole strategies. In addition, one more meeting was to administered post test, filling the last questionnaire and writing a think aloud protocol.

b. Action

1. Fourth meeting

This meeting was conducted on Friday, 14 October 2011 at 14.05 – 15.45 pm. The listening input was about another descriptive text which describes the population growth of Australia since the beginning of twentieth century. The description which was told to be the line chart showed that there had been three periods of population development, namely, the first forty years of the century of which the growth was steadily increase, the rapid increase since the end of second world war till 1980s and the level off increase of the last decade of the century. Meanwhile, for the new strategies which were introduced in the meeting were, making prediction and making use of context.

Similar to the previous meeting of this study, the process of intruction was conducted into three consequtive listening activities; pre, whilst and listening activities. In the pre-listening activities, the students were allowed to implement setting goal, activating background knowledge, making prediction and asking question about the text in the whorkseet. They were also allowed to do those tasks whether with their peers or individual.

While in whilst listening activities, the students were given the opportunity to listen to the recording three times; first listening for text orientation, second listening for confirmation and third listening for reconstructing the general and specific ideas of the recording. This activities were done to allow the students to apply those already taught strategies which suit to be used to deal with the tasks. In addition, special attention of the application of the two new strategies were given in this stage. Finally, in the post listening activities, the students were assigned to make an outline of the recording and followed by making summary.

2. Second meeting

This meeting was done on Friday 21 October 2011 at 14.05 to 15.45. The listening material for this meeting was a report text. This text, which was taken from the VOA Special English Program, was about the health report. The narator of the report said that laughter could reduce mental stress which in turn it could reduce the risk of heart attack. Using the result of a research study as the basis of the report, she said that the effect of laughter was similar to the effect of excercise. However, the researcher did not suggest to replace excercise with laughter. Rather, he suggested that one should spend at least 15 minutes per day with laughter to avoid mental stress.

Meanwhile for the new strategies, they were three strategies; building confidence, making positive impact and checking dictionnaire. Those three strategies were introduced mainly for resolving the common problems which use to appear in listening namely, affective factors of which the students had negative feeling of the listening input. By introducing those strategies, they might overcome such affective barriers. In addition, looking at dictionary for overcoming lexical problem while listening to the text was also introduced. Using those two particular problem solving strategies, it was expected that the students had enough strategies to deal with any tasks in listening..

While for the instruction process, it was done as the previous meeting of this study. There was three consequtive listening activities; pre, whilst and listening activities. In the pre-listening activities, the students were allowed to implement setting goal, activating background knowledge, making prediction and asking question about the text in the whorkseet. They were also allowed to do those tasks whether with their peers or individual.

In whilst listening activities, the students were given the opportunity to listen to the recording three times; first listening for text orientation, second listening for confirmation and third listening for reconstructing the general and specific ideas of the recording. This activities were done to allow the students to apply those already taught strategies which suit to be used to deal with the tasks. In addition, special attention of the application of the two new strategies were given in this stage. Finally, in the post listening activities, the students were assigned to make an outline of the recording and followed by making summary.

3. Third meeting

The last meeting of this study was done on Friday 28 October 2011. The listening input assigned for this meeting still about a health report taken from the same source of the second meeting. This time of the report was about the use of drug treatment to fight against breast cancer. The report from particular research study revealed that if breast cancerists were treated properly using particular drug, the cancer might be cured and the risk of the cancerists from coming back were also low. The report also mentioned other two ways of avoiding the cancer from coming back, namely low diet menu and phisical movement.

There was no new strategies were introduced in this meeting. Rather, the practice of the application of the whole strategies in dealing with listening input.

Instruction was conducted as it was which include three consequtive listening activities; pre, whilst and listening activities. In the pre-listening activities, the students were allowed to implement setting goal, activating background knowledge, making prediction and asking question about the text in the whorkseet. They were also allowed to do those tasks whether with their peers or individual.

In whilst listening activities, the students were given the opportunity to listen to the recording three times; first listening for text orientation, second listening for confirmation and third listening for reconstructing the general and specific ideas of the recording. This activities were done to allow the students to apply those already taught strategies which suit to be used to deal with the tasks. In addition, special attention of the application of the two new strategies were given in this stage. Finally, in the post listening activities, the students were assigned to make an outline of the recording and followed by making summary.

c. Monitoring

Throughout the second circle the researcher and the co-lecturer also did the monitoring the process. As it was done in the previous circle, the similar ways were done to monitor the process, namely, walking around to see if the students wrote something on the worksheet to indicate the application of the taught strategies, observing peer discussion if they were told to do so, reading the students' facial expression if they were understood with the explained and applied strategies and so.

From the monitoring process throughout the second three meetings, it was found that more and more students were eagerly applied almost the whole process of the instruction. It was proven by the filling of their worksheet of which it reflecedt their engagement in the learning. However, the researcher also still found that some students showed otherwise. Yet, the number of students who seemed confused to apply the strategies were relatively small, particularly in part of the whorksheet which showed details information of the recording.

d. Evaluation

Upon completing the SBI in the first second circle, the researcher administered post test, another SIQ, and think aloud technique of data gathering. Those three data gathering were done one week from the last meeting, exactly on Friday the 4th November, 2011 at usual time , 14.05 tp 15.45. The test was administered to see whether improvement in term of students' listening comprehension was taken place and the queationnaire was aimed to see if the studens make use of the already taught strategies and to see if improvement in term of metacognitive, cognitive and socio-afftective strategies might also appear. Meanwhile, the think aloud technique was assigned to see how students might reflect the whole process in their own words.

The data from the post test using the similar test items from the pretest reveled that there was improvement in term of students mean score of the test. The result of the pre test mean score was 47, while the post test mean score was 73. The figures suggest that there was an increase in term of students score of which the increase reached 53 %.

Meanwhile, for the SIQ data from the pre-circle, the end of circle 1 and the end of circle 2 were presented in the following table.

Table 1. The Average Increase of SIQ Data

AVERAGE INCREASE OF THE SIQ DATA

NO	STRATEGY ENGAGEMENT	CIRCLE			INCREASE IN %		
		PRE	END 1	END 2	PRE - END 1	END 1 - END 2	PRE - END 2
1	WHOLE	3,3	3,8	4,3	15,2	13,2	30,3

	STRATEGIES						
2	META COGNITIVE	3,44	3,91	4,44	13,7	13,6	29,1
3	COGNITIVE	3,21	3,62	4,12	12,8	13,8	28,3
4	SOCIO-AFFECTIVE	3,38	3,98	4,2	17,8	5,5	24,3

The data revealed that the averall score for strategy invesment was 4.3. This score was considered high based on the band score criteria as suggested by Oxford (1989). For the individual aspect of the strategy, it was shown that meta cognitive strategy was 4.43, cognitive and socio-affective strategy was 4.12 and 4.2 respectively. These individual scores were also considered high.

Compared to the second SIQ data of which the averall score was 3.8 and the individual score was 3.91, 3.68, and 3.98 for meta cognitive, cognitive and socio-affective strategies respectively, there was an improvement of the startegic investment spent by the students in listening. There was an average increase of 13.2 % for the whole strategy engagement. While for the average increase of the individual aspect of strategic investment was 13.6% for meta cognitive strategy, 13.8% for cognitive strategy and 5.5 for socio-affective strategy (*see also appendix 13).*

The data also suggest the overal increase in term of strategy engagement from the first meeting to last meeting of the second circle. The averall increase of the strategy involvement was 30.3%. While for the individual strategy category, the increase of meta-cognitive strategy was 29.1%, cognitive strategy was 28.3% and the socio-affective strategy was 24.3%.

DISCUSSION

The result of the study suggests that in the initial phase of the treatment, the students had already applied some strategy in listening. It was proven by the average scores of their SIQ data which revealed that their strategy implementation in listening was in the medium level. By introducing the SBI, the level of the students' strategic investment in listening increases up to 30 percent; increasing to high level. The increase include all aspects of the strategy; metacogitive, cognitive and socio-affective strategy. Although the average score of the individual aspects vary, the increase was steadily applied to all of those aspect.

In addition, the study also indicates that the students' familiarity of the terms were shown improved. The think aloud protocol which reveals students' understanding of particular strategies in listening was elaquontly elaboration. They can tell their process of listening using the already taught strategies and provide reflection on what aspects and parts of listening they did well and least successful.

The study also reveals that the increase in strategy engagement is also followed by the increase in students' score in comprehension. The increase of average score even greater than the average score of their strategy engagement. Although many aspects of learning may contribute to the increase of students' comprehension, the contribution of strategy engagement is inevitably remarkable.

This finding confirms the available array of literature that SBI may improve the quality of learning in many different contexts. Vandergrif (2004) suggest that using metacognitive strategy, the average score of the high school students in listening comprehension was higher as due to the implementation of the metacognitive strategy.

Liu and Goh (2006) also indicate that students' improvement in listening were also raised due to the implementation of strategy instruction in Singapore. Finally, this study supports the learning principle suggested by Brown that "succesful mastery of the second language will be due to a large extent to a learner's own personal investment of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language" (p.69).

CONCLUSION

Learning from the findings of the study, it can be concluded that Strategy Based Instruction can increase the students' engagement in listening. The overal increase of the strategy engagement throughout this study was 30.3%. While for the individual strategy category, the increase of meta-cognitive strategy was 29.1%, cognitive strategy was 28.3% and the socio-affective strategy was 24.3%.

In addition, the increase in not only on the strategy involvement, but also improvement in term of students' comprehension of the listening input. The increase of student' mean score from 4.7 in the to pre test up to 7.3 in the post test. This score indicate that the increase in students' achievement was around 53%. It suggests that that the increase in strategy involvement coincides with the increase in students' achievement.

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READING ASSESSMENTS OF HIGHER EDUCATION STUDENTS IN ENGLISH PROGRAM IAIN PADANGSIDIMPUAN

Eka Sustri Harida
IAIN Padangsidimpuan, North Sumatera
(esha_stainpasid@yahoo.com)

ABSTRACT

This study is to explore the assessment used in reading comprehension in English Pogram IAIN Padangsidimpuan; it was to find whether it is different result by using multiple choice test and essay test in assessing students' reading comprehension or not. Third year students of English Department in Faculty of Tarbiyah and Teacher Training in 2014/2015 academic year used as the participant of this research. Most students in IAIN Padangsidimpuan felt that essay test is better for them to assess reading comprehension rather than multiple choice test, and in findings of this study also found that their ability in reading comprehension is higher by using essay test rather than multiple choice test. In other ways, from the statistical analysis by using SPSS 17.0 that there is no significance differences between students' reading comprehension by using multiple choice test and essay test. although, it was found different result by using test and interviews, it doesnot give the significant differences in teaching reading comprehension. By the result of this studying, it is suggested to the lecturers in universities or colleges to use various kinds of reading assessment to assess students' reding comprehension in order to assess a different kinds of students' style and comprehension.

Key Words: Reading Assessment, higher education, reading comprehension.

INTRODUCTION

Reading is a receptive skills; which is the readers receive the information from the text then process in their mind to get the meanings. The readers take the information from the written text. When taking the information from the texts, they do the interpretation and communication. To do it, the readers do comprehension. To help students comprehend the text, the lecturers should choice suitable method and strategies. Beside, they must also get the suitable assessment to take whether they can get the information well from the text or not. So, the lecturers must be able to make the readers are able to comprehend English texts well.

When the readers read texts, they try to get information from the writers. They try to get the messages written by the writers. The readers of the higher education students actually should be able to read and comprehend English text well, because they have learned English for more than nine years. In fact, the higher education still got difficulties in understanding English texts. It is based on their habits in reading; they don't have good habit in reading; when they asked about their habitual in reading, many of them said that they read English book rarely in their daily activities. Moreover, when they asked to read English texts, their face will be looked unlikely. Inability to get

information from English texts make the students unable to comprehend English texts, that is needed to be solved by the lecturers in teaching and learning reading process.

Further, reading comprehension is the ability to interprete the meaning from what it is being read. It is one subject being taught in this higher education which is being submitted to three semester from the third up to fifth semester; by doing this it hopefully will help the students can be better in reading comprehension. Comprehension is done by the students by interpreting the texts given. In undertstanding text, the readers communicate or interact with the writers through the writings. Taking ideas from what is written is really needed to comprehend English text.

Understanding the texts can be done by using various reading strategies, in fact the students are rare to use various reading strategies. this makes they also unable to understand English well. Relate to this, the lecturer must teach the students using reading strategies actively in order to make them able to comprehend English text well. The students still unable to comprehend English texts well because the appropriate reading strategies did not apply yet to the students' reading.

Beside using reading strategies, using or making an appropriate reading assessments is also needed. Assessment is done to collect the data about students' reading comprehension. Right assessment will help the students' achievement evaluated well. Moreover, low ability of the students in reading comprehension also can be caused of inappropriate assessment used. The assessment can be formative and summative assessment. Formative assessment is done in evaluationg all of learning process of reading comprehension, whereas summative assessment is usually done at the end of semesterter to evaluate students' achievement of the reading material in one semester. The information is given by Catherine Garrison & Michael Ehringhaus (2014). In doing reading assessment, it can be done by using performance test, reading tasks, and others.

The issues of reading assessment is interested to be known, whether the assessment of reading comprehension by using multiple choice and essay test correlated significances to students' reading comprehension. It will be usefull for determining the correct assessment given to the students in reading comprehension.

Talking about reading, it is a receptive skills in which the readers try to get information from the text; and the key of reading is comprehension. Related to reading comprehension, Joanne and Turkington (2001) state that "reading comprehension—that is, understanding what has been read—is of great importance in third grade, as students become more adept at understanding stories in general". In addition, reading comprehension is also considered to be a higher-order mental process that involves putting together a whole series of skills, including summarizing, predicting, sequencing, and drawing conclusions (Joanne and Turkington, 2001).

Further, Kerlinger et.al (2007) stated that reading comprehension is related to the constructing meaning process done by coordinating a number complex processess which is include word reading, word and world knowledge, and fluency. Kerlinger et.al. (2007) add that "reading comprehension involves much more than readers' responses to text. reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy uses) as well as variables related to the text itself (interest in text, understanding of text types)".

Based on the explanation above, it can be concluded that reading comprehension is related to the process of deep understanding in constructing meaning using higher order mental process to know the information from the text.

To know students' reading comprehension, it needs assessment. Assessment, recording and reporting are key issues that relate to all areas of teaching, learning and development within higher education (Nicholls, 2002). Assessment deals with measuring the performance of the students and also with the progress that they make (Harris & McCann, 1994). Supporting this opinion, Farbrain and Wich (2011) stated that assessment has several forms and is needed for a variety of purposes within teaching and learning; it provides information on individual student progress, helps academic tutors to address areas of weakness, and gives both tutor and student information about their academic progress. Assessing students' work is not a new venture, but within the past five years greater emphasis has been placed on alternative ways of assessing students in higher education, both formally through standardised university examinations and informally through tutor assessment. Recording and reporting are related to record and giving the report of students' result after giving the assessment of the students' reading comprehension. Record keeping is a key feature of teaching and assessment, then reporting is to give information to students' themselves and others. So, it can be said that assessment, recording, and reporting are needed in Engliah language teaching and learning to know the students' progress in teaching and learning process; the results of assessment may be used for judgemental and for developmental purposes.

Furthermore, Higher education (HE) means here is the university or colleges students. According to Trani & Holsworth (2010) Higher Education is in the midst of a major transformation that is fundamentally redefining the relationship of colleges and universities to the broader community. This transformation is occurring at every level of higher education, from community colleges, to comprehensive undergraduate schools, to research-intensive doctoral universities. It means that HE here means the university or colleges or doctoral students with theor relationships.

Establishing reasons why students or highers education (HE) need to be assessed requires an understanding of the purposes of assessment. The general purposes in relation to teaching and learning and student development may be summarised in the following ways (Franbrain & Wich, 2011):

- Provide feedback to improve learning.
- Motivate individuals.
- Diagnose strengths and weaknesses.
- Help develop skills of self-assessment.
- Provide a profile of what has been learned or developed.
- Pass or fail individuals.
- Licence to proceed.
- Licence to practice.
- Predict success in future employment.

The above list can be divided into two main purposes; one relates to feedback and the other relates to accreditation and accountability. The first is intended to improve the quality of teaching and learning through reflection and reflective practice. Students engage in the problems and discourses of their disciplines and are given encouragement, response and feedback on what they do, as appropriate, with a view to the becoming more independent, critical and reflective thinkers. With these purposes, the teachers will know what is needed to do to their students after each learning process.

Assessment may also be held for other purposes, some of which are listed below:

- To illustrate the meaning of learning outcomes and aims.
- To provide feedback to students.
- To provide feedback to academics.
- To compare one student's score with scores obtained by other students; this is often part of a selection process.
- To compare one student's score in a test with his or her score in a
- different test.
- To compare a student's score with a set of norms.To compare a student's score with other aspects of assessment.

(Nicholls, 2002)

Some of these reasons have been discussed in relation to formative and summative assessment.

Moreover, assessing reading comprehension to measure students' understanding about the test. Harrison and Salinger (1998) said that reading assessment means how to knowing what happens when the students read. Further, reading comprehension measures help the teachers monitor the comprehension of the students over time and provide the information that is useful in designing reading comprehension intervention programs (Kerlinger, et al., 2007). In addition they also said that reading comprehension assessment has purposes, they are 1) to compare students' comprehension levels to those students in a norming sample, 2) to find out if the students have got the criteria of their level, and 3) to informal instruction by determining when the students understand what they read and how effficiently they use which comprehension strategies (Kerlinger, et al., 2007). So, it can be concluded that reading comprehension assessment is used for determining the students' understanding in reading texts.

Further, assessment is a measurement, and as such requires instruments and tools that reflect the nature and context of the learning that is being assessed. Hence the measuring instrument(s) employed and the frequency of application will be partially determined by the reason(s) why assessment is being undertaken. Assessment (whether it is in a multiple-choice format, open-ended, open-book essay type, practical or observational) is only one kind of assessment procedure (Nicholls, 2002). The main types of assessment used in higher education based on Nicholls (2002) which is in the objective assessment are alternative assessment (true – false or Yes – No), multiple choice test and matching (essay, short answer, structures, open book, project work, comprehension, students' self assessment, practical, direct assessment, oral),

In this case, the writer focused on using two assessment; they are multiple choice test and essay test. Nicholls (2002) compared these two kinds of assessment tools as follows:

Table 1: Two Kinds of Assessment

Multiple choice Essay	***Essay Test***
Permits guessing	Permits bluffing
Much time devoted to setting	Much time devoted to marking
Machine marked	Subject specialist marked
Student not allowed to express	Student encouraged to express his or him or herself herself

Good for factual knowledge Can test high cognitive skills Large field of knowledge covered Answers generally only right or wrong	Poor for factual knowledge Can test high cognitive skills Small field of knowledge covered by a by many questions few questions Marker can comment on student's reasoning

Multiple-choice assessment is an attractive alternative for those looking for a faster way of assessing student learning, but there are drawbacks. Multiple-choice papers need time invested in their construction and preparation, plus the questions have to be both challenging and assessing of deep learning and higher cognitive thinking. Multiple-choice assessment is useful for summative purposes, and can give clear directions for future planning and teaching. To design a multiple-choice paper requires a framework for development and an understanding of the terminology associated with such assessment. Whereas, essay essays can be a valuable way to assess active learning. In essay questions, the student is allowed to select and organise material in the way which seems to be important to him or her, and no single answer may be said to be 'right' or 'wrong'. However, attached to essay-based assessment are the problems associated with marking. Often a choice of questions is offered in essay questions, and this can lead to a low-test reliability. Also, statistical corrections to marks cannot be done. (When a choice is offered, students are actually answering a number of different examination papers, not merely a single one.)

To assess reading comprehension, the teachers needed to know what the information needed to the students when they are reading. Klingger, et al., (2007) stated that in reading, there are many things to be measured related to the text genre. For example in descriptive text measures the information about setting, characters, sequence, and plots of the study; in expository text asks about main idea and supporting details; the others are about finding the informatin given in the text, explore vocabularies, and others.

This study was guided by some research questions: (1) What kinds of reading assessment are usually used by the lecturer in assessing students at the third year of English Department Tarbiyah an Teacher Training Faculty (FTIK) of IAIN Padangsidimpuan? (2) Which reading assessment are the students like in assessing their reading comprehension at the third year of English Department Tarbiyah in Teacher Training Faculty (FTIK) of IAIN Padangsidimpuan? (3) Which one is the better one in assessing students' reading comprehension at the third year of English Department Tarbiyah in Teacher Training Faculty (FTIK) of IAIN Padangsidimpuan? (4) Is there the significant different result in assessing students' reading comprehension by using multiple choice and essay test?

METHODOLOGY

Due to the limited time available, for this present study, the writer focused on investigating students' reading comprehension assessments for university students, it was for the third English Department students FTIK IAIN Padangsidimpan on 2014. This study used mixed-method; first in qualitative approach then combined by quantitative approach. It was done to know the reading assessment used by the lecturer and then to find the further information about the reading comprehension test that is

interested for most of the students, and it is also to know the correlation between reading assessment and the students' reading comprehension.

Further, the population of this study were 105 HE students from the third year of English Education Program in FTIK IAIN Padangsidimpuan. The sample of this study was 32 students from English Program; taken from the first room, the cleverest students from all population. Most of them (81%) received A – B letter grade in exams as seen in the table below :

Gender	
Female	6.25%
Male	93.25%
Letter of grade in final exams	
A	25%
B	56.25%
C	18.75%

Further, the instrument of this study was reading tests; it was two kinds of reading test, they are multiple choice test and essay test. The indicators of reading test are finding main ideas, finding information from the text, finding topic and supporting sentences, finding concluding sentences, identifying author's purposes, and identifying fact and opinions.

Then, some students were interviewed to explore their mostly like about reading comprehension tests. The data analyzed through SPSS 17.0 (*Statistical* Package for the Social Sciences). Then, it did the interpretation for what being got. The analysis of the data was done to answer the research questions.

FINDINGS AND DISCUSSION

From the data found that the lecturer of reading comprehension of the third year students of English Department FTIK IAIN Padangsidimpuan has used various kinds of reading assessments, as essay test, multiple choice test, true and false, match, and others. From the answer of the students, the most common assessment used in assessing reading comprehension are essay test and multiple choice test. The students stated that the lecturer often used essay test to test their reading comprehension; besides the lecturer also used multiple choice test. They said that in multiple choice test the lecturer asked many kinds of materials with 20 – 25 items test, whereas in essay test the lecturer just gave 5 – 10 items of test; so that they liked to choose essay test than multiple choice.

Moreover, based on the result of students' interviews it is shown that they are mostly like the essay test than multiple choice test. They gave the reasons as follows:

1) It is easy to be answered;
2) They are free to write based on their own understanding from the text given;
3) They have been free to give the answer without confusing to choose one from four or five choices;
4) Too many materials needed to be remembered;
5) There are some distruction of choices in multiple choice test, so that they are confuse to choose the answer;
6) Not enough time to finish the test, so it is chosen randomly without thinking about the answer.

Furthermore, it is found that more than 50% students liked to be assessed by essay test. From 32 students that is decided as sample in this research, 25 students said that they like essay test than multiple choice; while 4 students said that they liked multiple choice test and 3 students said that they liked both kinds of the test. The calculation of the students' answer can be shown in the table below:

Table 2: The Calculation of Students' Answers in Kinds of Test

Students	Kinds of Assessment	Total	Percentage
St.2, St.7, St.30 and St. 31	Multiple Choice	4 students	12.5%
St.1, St.3, St.5, St.6, St.8, St.9, St.10, St.11, St.12, St.13, St.14, St. 15, St.16, St.17, St. 18, St.19, St.20, St.21, St.23, St. 25, St.26, St.27, St.28, St.29 and St. 32,	Essay Test	25 students	78.12%
St. 4, St. 22, and St.24	Multiple Choice and Essay Test	3 students	9.38%
TOTAL		32 students	100%

St. = student

From table above, it is known that almost 80% students from the sample liked essay test than multiple choice test in testing their reading comprehension in English Department of FTIK IAIN Padangsidimpuan. It is known that essay test is more authentic than multiple choice test. Authentic assessment is the assessment that assess students' ability on something of their performance; its aimed to see the real situations of the students for their learning process not just only based on their last evaluation. Thus, it can be stated that authentic assessment is the assessment that assess students based on their performance.

Based on Baron, 1991; Horvath, 1991; Jones, 1994) in Nitko (2001) there are four features to craft authentic assessment:

1. Emphasize Application: Assess whether a student can *use* his knowledge in addition to assessing what the student *knows*.
2. Focus on Direct Assessment: Assess the stated learning target directly as contrasted with indirect assessment.
3. Use Realistic Problems: Frame the task in a highly realistic way so that the students can recognize them as a part of everyday life.
4. Encourage open-ended thinking: Frame the tasks to encourage more than correct answer, more than one way expressing the answer, groups of students working together, and taking a relatively long time to complete (e.g. several days, weeks, and months).

Related to the ideas given above, this finding shown that the students like to be assessed based on their performance directly. They liked to be tested by using their

thinking directly as stated by Nitko above. Thus, it can be said that the lecturer has used authentic assessment in reading assessment.

Furthermore, based on testing students' reading comprehension, it has known that got better result by using essay test than multiple choice test. It has been known from the result of the students' reading comprehension as seen in the following table :

Table 3: The Result of Students' Reading Comprehension

Essay Test				Multiple Choice Test			
Grade	**ScoreRange***	**Total**	**Percentage**	**Grade**	**ScoreRange***	**Total**	**Percentage**
A	80 – 100	19	59.4%	**A**	80 – 100	12	37.5%
B	70 – 79	11	34.4%	**B**	70 – 79	12	37.5%
C	60 – 69	2	6.3 %	**C**	60 – 69	7	21.2%
D	50 - 59	0	-	**D**	50 - 59	1	3.1%
Total		32	100%	Total		32	100%

*Score range in IAIN Padangsidimpuan

Based on the result above, it is known that the students' reading comprehension by using essay test is better than multiple choice test. As seen that by using essay test almost 60% students got A (80 – 100), and 34.4% students got B. It is also seen that only 2 students got score C (60 – 69), it is about 6 %. It is different result by assessing the students' reading comprehension with multiple choice test. From 32 students, 12 students got A (37.5%) and 12 students got B (37.5%). From the table it is also shown that there are 7 students got C (60 – 69) and 1 student got D (50 – 59). From the result of the students' score in reading comprehension, it is known that the students' reading comprehension is better by using essay test than multiple choice test.

Then, to answer the last question; it is about the significant different result in assessing students' reading comprehension by using multiple choice and essay test; it is used statistical by using SPSS 17.

Test of Homogeneity of Variances

kindstest

Levene Statistic	df1	df2	Sig.
.125	1	62	.725

From the SPSS result, it can be seen that the significance of Lavene is 0.725, it is > than 0,05. By understanding the result of the Lavene test, if the result of significance Lavene > 0.05, it means that the data from the result of the students' reading comprehension by using essay test and multiple choice test is rather same, or homogen. Thus, it can be stated that there is no different result between the students' reading comprehension by using two kinds of test, essay test or even multiple choice test.

Further, to know more about the significance of the relationship of the two kinds of test can be seen in the following SPSS result:

ANOVA

kindstest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	594.141	1	594.141	7.305	.009
Within Groups	5042.969	62	81.338		
Total	5637.109	63			

From the result, it is known that the significance level is 0.009 < 0.05; it means that the students' result by using essay test and multiple choice test. It can be stated that using essay test and multiple choice test didnot have the influence in students' reading comprehension of the third year students of English Department FTIK IAIN Padangsidimpuan.

It is known that although the students said that they liked to be tested by using essay test, the result proved that the result of the students' reading comprehension didnot have significance differences by using essay or multiple choice test. The important in assessing students' reading comprehension is assessing them based on the needs, and the lecturers or teachers must use varios reading assessment to make the students' reading comprehension can be assessed well. Using various techniqes in assessing students will be good to avoid students' boringness in doing the test. Another kinds of reading assessment can also be introduced to the students.

CONCLUSION

Based on the findings, it is known that reading assessment of Higer Education students in IAIN Padangsidimpuan are mostly essay test and multiple choice test. From two kinds of the test, the students are interested to choose essay test than multiple choice test based on some reasons. Then, from the result of reading comprehension test it is known that the students' reading comprehension is better by using essay test rather than multiple choice test, almost 60% students got range A by using essay test, and 37.5% got range A by using multiple choice test. Further, to know the differences of using both kind of test, it was analyzed by using SPSS 17, and from the result it is known that there is no significance differences of using reading assessment to examine students' reading comprehension by using essay or multiple choice test; it is seen from the result of the Lavene and Anova test. Moreover, it is suggested to the lecturers or teachers to use various kinds of reading assessment in order to assess higher education students' reading comprehension based on different kinds of students' style and comprehension.

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EDUCATION IN FINLAND, THE INSPIRATION FOR IMPROVING THE QUALITY AND PROFESIONALISM OF TEACHERS

Darmawati
University of Muhammadiyah Sumatera Utara
darma_wati65@yahoo.com

Indonesia had sent thousands of teachers and professors when the quality of our education is better to Malaysia. The result may be seen from the Malaysian educational progress today but ironic at the moment we experience deterioration in quality and professionalism of teachers. Government and we have been and continue to strive to improve the quality and professionalism. Many methods and ways that can be used to push the advancement and improvement of quality, either by imitating (benchmark), which has been emulate the success. Finland as a successful country which currently has the world's number one quality education, owns and implemented many ways and different educational management with us. Such differences can inspire us all in our efforts to advance the management of education in realizing educators (teachers) are professionals, so we can re- send our teachers enter the global market.

Keywords : Teacher Professionalism, Education Finland, Quality of education

INTRODUCTION

The Minister of National Education of Indonesia in 1968-1974 chaired by Saleh Mashuri managed to send thousands of teachers and lecturers to Malaysia. This can happen because they quality of education in Indonesia, especially in the field of exact sciences is far superior compared to Malaysia. Indonesia in the era have been able to export the professional teacher of teachers, so as to deliver Malaysia's entry into the country of residence group of countries that the quality of education recognized worldwide. Today many educational institutions Malaysia ogled and desired by people from various countries including Indonesia because it is considered good.

While Indonesia is currently the general quality of education we are quite concerned this can be seen from the published ratings of various institutions of the world. Based on data from the Education For All Global Monitoring Report 2011 issued by UNESCO (1/3/2011), educational development index (EDI) Indonesia is in 69th position out of 127 countries in the world. Then (Kompas.com Tuesday, November 27, 2012) ran an article titled "Indonesian education system is the lowest in the world" revealed by data published by Pearson Education survey organizations, that the Indonesian education system are bottom along with Mexico and Brazil. The first and second place is occupied Finland and South Korea

Government certainly has tried to catch up and continue to improve, but we need to learn from countries that have had the education system with quality that is recognized by the international community as submitted Mahathir Muhammad " if you want to learn something, learn from them that success is not from those who fail ", and " Seek knowledge even if till to China " (Hadith).

QUALITY EDUCATION FINLAND

Finland, a country on the edge of Europe turned out to be the country with the best education system in the world. The quality of education in the country with the capital Helsinki, it is extraordinary that is the envy of many teachers around the world. Over the last few years, Finland surprising many countries in the world because the children there get the highest ratings worldwide in the field of science. In addition, the ability to read Finnish children are also much higher when compared with children in other European regions In fact, if seen, the pattern of education there is done in a relaxed and far from being rigid formalistic. Contrary to Indonesia.

The world number one is obtained by Finland is based on the results of a comprehensive international survey by the Organization for Economic Cooperation and Development (OECD). The test is known as PISA, measures the ability of students in Science, Reading, and Mathematics. Remarkably, Finland not only excel academically but also excelled in the education of children mentally weak. In summary, Finland managed to make all the intelligent students. How management education in Finland to become the country as the best education in?

EDUCATION MANAGEMENT FINLAND

Teachers in Finland

Teachers in Finland must undergo rigorous screening. Only those who have a master's degree and are the best people in the university alone can be a teacher in Finland. Best secondary school graduates usually just sign up for admission in schools of education, and only 1 of 7 applicants can be accepted. Therefore, a job as a teacher is respectable and prestigious work there, as well as becoming a lawyer or a doctor. The country was so appreciate the work as a teacher.

With these qualifications and competencies they are free to use any class method they like, which they design their own curriculum and textbooks of their own choice. If other countries believe that the testing and evaluation for students is a very important part for education quality, they seem to believe that the examinations and tests that destroyed the student learning objectives. Too much testing makes teachers tend to teach students just to pass the test, said a teacher in Finland. Though many aspects of education that cannot be measured by the test. At the age of 18 years students take a test to determine their qualifications in colleges and two- thirds of graduates go on to college .

Teachers do not teach by lecture method. School atmosphere is very relaxed and flexible. Too many comments will only produce distress and learning becomes fun. Students who later supported intensively by both teachers and other students. It also makes Finland a success. Based on the findings PISA, schools in Finland is very little difference between the students who are doing well and the bad.

The teachers are very avoid criticism of their students' work. According to them, if we say "You are wrong" on students, then it will make students shy. And if they shy then this will hamper them in learning. Each student is allowed to their mistake. They only asked to compare their results with the previous value, and not with other students. So no ranking system. Each students are expected to be proud of each him. Ranking only make teachers focus on a handful of specific students who are considered the best in its class.

Increased Professionalism Teachers

Teachers are at the forefront of the education that takes place in the classroom. Along with advances in technology and the development of knowledge, the professionalism of teachers must be improved. Various programs carried out to improve the professionalism of teachers in Finland. One of the programs carried out by FLTC (Finnish Learning and Teaching Council) is Teaching Preparations Programs (TPPs) intended for teachers. This program has been installed in 39 universities. However, each province has its own program and ways to improve the professionalism of teachers.

Teacher Organization

Organization for teachers in Finland called The Finnish Teacher Education Association (FTEA). FTEA mission is to promote:

a) Pre-service and continuing education for all teachers in all forms and contexts;
b) Teacher education as central to the nation's education;
c) Research for teacher education as a core.

Some key strategies undertaken to achieve the goal or the mission is:

a) Encourage the improvement of initial teacher education;
b) Engaging in national advocacy for teacher education;
c) Promoting and supporting the teaching profession;
d) Establish a strong link with individuals and organizations involved in educational change;
e) Improving the nature, quality and availability of professional development for teacher education.
f) Teachers are encouraged to have knowledge about how to manage the learning to the learners can receive the material being taught. To achieve these objectives required a variety of learning process, to understand the difficulties of learners in learning and how to overcome and avoid misconceptions.

The curriculum in Finland

Primary education lasts for 9 years. However, the state does not enforce separation between primary and secondary education, so that students do not have to change school at the age of 13 years. This policy is they do to avoid a transition that needs to be experienced by the students, who are believed to interfere with their education. During the first six years, children are not required to master a lesson or be smart in a field. That period is a critical time for them to learn anything and discover for themselves what they want to do for the future.

Students are not encouraged to add hours to learn, do not give additional burden of homework, not discipline the army, or bombard students with a variety of tests. By contrast, students in Finland start school at a rather slow compared to other countries, namely at the age of 7 years. School hours they are actually less, at only 30 hours per week. Compare with Korea, ranking second after Finland, the students spend 50 hours per week.

Each child is required to learn the English language and must read one book every week. Free education system from kindergarten to university level. Compulsory education applies to every child from the age of 7 years to 14 years. Students are taught

to evaluate himself, even from Pre - Kindergarten. Students are encouraged to work independently with their own trying to find the information what the students need, learn more if they are looking for themselves the information they need. We do not learn anything if we just write down what was said by the teacher.

Remedial not regarded as a sign of failure but as a chance to improve. A teacher in charge of learning and behavioral problems of students create an individualized program for each student with emphasis on the objectives to be achieved, for example: First, go to class; then arrive on time; Next, take the book, and so forth. If it gets homework students do not even need to answer correctly, which is important they seek.

There is no standard test of the country, but based on the learning outcomes from day to day on each child, regardless of rank compared through the system. So the purpose of learning is to make the child the best suited areas of interest and their own ability not to chase rankings in one class or one school. (due to the principle of education is to educate all children not to rank them from the smartest to reply stupidest) .

No schools accredited by the government, which is accredited by the Society; So people see immediately whether their child at the school who the students become better, ethical and intelligent or even vice versa. Schools assessed directly by the user community. So schools strive to be the best to provide evidence directly to the people who vote. Not as a government function. Accreditation agency but more as a counselor or consultant supervisor for schools and developing school system. Noting schools deemed successful by the community and help schools that have not been considered successful.

There is no single curriculum specified by the central government, each school is given the freedom of the freedom to develop their own curriculum in accordance with the superior potential of their respective regions. Do not need to wear uniforms during the school day for students. The teachers were allowed to wear casual clothes, to create a comfortable learning atmosphere. In addition, the learning time in the classroom is also made fewer. In fact, they are starting to spend the least time in the classroom, which is only about four hours, when compared with other countries in the world. Students are also exempt from homework, until they enter their teens. Even as a teenager, the intensity of homework given by teachers is not much.

Nothing discriminate against students based on their ability, such as the presence of excellent class. All collected into one, and have equal rights in education. And, which is also very interesting is that Finland does not have a National Exam (UN), which is often a ' scourge ' for children in this country.

There is no national standard for the adequacy of the minimum value of each lesson (because each child has a different learning different speeds and different capabilities for different subject areas). Which is precisely Moral Ethics Child Minimum Standards. So every school is obliged to educate each student they meet as a National Moral Ethical Standards form the basic foundation of a strong nation and smart. Although their school has a curriculum which different with different fields of specialization skills adapted to the potential of their respective regions. However, each school should be able to ensure that every pupil has the moral ethical standards nationally.

Role of Government Finland

Full support from the government, so that everyone can obtain free education up to the highest level. Not only in public schools alone, private schools also receive the same treatment through education subsidy policy of the government. The Finnish government even consider taking funds for education of students is not commendable thing, because education is a right for all citizens and the duty for the government to fulfill it.

The Finnish government has a policy to foster interest and reading culture in the country, namely the gift of a picture book for parents who have just had children. In addition, several libraries together with the shopping center, so that mothers who are shopping can let their children in the library to read. There was also a mobile library for areas difficult to reach. Therefore, the climate in the country read it grew rapidly into community culture.

CONCLUSION

Management excellence and the success of education in Finland is a combination of high teacher competence, patience, tolerance and a commitment to success through personal responsibility that's what we say as a professional. The Finnish experience is expected to inspire us to take the necessary and discard useless to be applied in the management of our education. So that educational excellence past that once we have achieved can be achieved again. By producing the highest quality education and produce an educator (teacher) professional, optimistic we can repeat delivery of thousands of teachers teaching teachers in foreign countries, entering the global market. Hopefully.

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AN ANALYSIS ON THE POOR WRITING SKILL: Problems Encounter in EFL Writing Class

Herdi
Faculty of Education and Teachers Training, Lancang Kuning University Pekanbaru
herdy_philiang@yahoo.com

Abstract: The problem of the research is analyzing a poor writing skill at Unilak English department students. The purpose of the research is to identify the students' writing skill and problems encounter in writing class. This research was conducted at English Education FKIP Lancang Kuning University Pekanbaru. This study seeks to find out and exploring about the problem encounter students in writing class during 2014, the study involves 1 class consists of 25 students. The method of the research was survey design using writing tests and questionnaire to gather the data. The students' writing was find out in a poor level (61.76) with some problems encounter during their writing class time such as the content, organization, vocabulary, grammar, and mechanics.

Key Words: writing skill, problems, EFL

INTRODUCTION

Writing is one of four skills should be mastered by students, as Bryne (1991) states that "writing is one of the language skills, which is use for medium of communication, especially in direct communication". It signifies that writing should be seriously noticed in teaching and learning English. Being capable in English writing means students are able to communicate in written form. Writing is definitely intended to propose the idea and thought in well sequence, accordingly the readers are able to reach out the massage as expressed by the writer. Likewise, Richard (2003) defines that "writing is written communication that work much on ability to generate expression in particular purpose". Heaton (1991:135), the writing skill is a complex skill and sometimes difficult to be learned, the learners should require not only mastery grammar but also sharing the information and writing elements. Those experts above put down the perception of writing based on the real activity which prefers conveying the ideas, information, thought, and even argument through the written language.

In addition, MacDonald and MacDonald (2002:8) consider that "in teaching writing, students must learn the structure of thinking that leads to write". Therefore, a teacher has to conceptualize to the students' mindset in writing about the steps, aspect, and the sequence activity to support the writing activity. In undisguised notion, the outline of ideas is one implementation of determining the structure of thinking in writing. The difference is that structure of thinking is the general one and outline line is the specification of it. Functionally, they are similar, that is to make students easy and work systematically in writing. Here, Rose and Bartholomae in Deluca et. al, (2002:2) also argue that "in teaching writing, the teacher has to be serious in electing the teaching strategy and activity for the students to make them easy in mastering writing". They also suggest the teacher to make the thinking structure before beginning writing entirely. The last support is from Haynes and Zacarian (2010:90) suggest that "the teachers to offer students direct instruction in how to write for different content".

Having a good writing skill is not easily attained. There are two aspects that should be applied, they are coherent and cohesion. Firstly coherent is about the sequence of ideas compiled to organize paragraph and essay so that the readers do not miss the idea and they easily understand the ideas. Furthermore, topics given must be well developed. To start developing the topic students should generate topic sentence. Then, students decide the supporting ideas and supporting details. As the final work, students decide the conclusion. Thus, reader can identify the purpose, and message implied in a good organization. Cohesion aspect relates to the grammatical pattern of the sentences. This refers to writer's orientation to arrange sentences, phrase, punctuation, and even word choice. One should realize that writing needs a long process.

Based on the researcher's teaching experience, particularly in writing class during 2014, it is found that the great number of the second year students of class A of English Education Department Faculty of Education and Teachers Training of Lancang Kuning University had problems in English writing. First, the students had low ability in generating, organizing, and elaborating ideas, for they did not understand how to specify this. Second, the students were confused in using correct grammar. Third, the students had limited vocabulary (diction). The last, the students were poor in using mechanical convention in their composition. As the result, they were not able to construct the writing well.

METHOD

This study was survey designs as quantitative research. Creswell (2005:354) explains that survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people in other to describe the attitudes, opinions, behaviors, or characteristics of population. The participants of this research were the second year students of English Education Department of Faculty of Education and Teachers Training of Lancang Kuning University who took writing class during 2014. There were twenty-five students. The purpose of survey designs were as a program evaluation in this research. The instruments were tests and questionaire.

DISCUSSION

This research was conducted at the second year students of English Education Department of Faculty of Education and Teachers Training Lancang Kuning University in Academic Year 2014/2015. The researcher has done the real test of 25 students on November 18th2013 to find out and exploring about the problem encounter students in writing class during 2014.

After giving the test, the researcher calculated the scores of the students from individual. The students' writing had been scored considering the content, organization, vocabulary, grammar, and mechanics (punctuation, capitalization, spelling, paragraphing). The complete description of the scores obtained can be seen in the following table.

Table 1: The Students' Writing Scores

No	Content	Organization	Vocabulary	Grammar	Mechanics	Score
1	4	4	4	4	4	80
2	3	3	3	3	3	60

3	4	3	3	3	2	60
4	4	3	3	3	3	64
5	2	2	3	2	2	44
6	4	3	3	3	2	60
7	4	3	3	3	2	60
8	3	2	3	2	2	48
9	4	3	3	3	3	64
10	3	3	3	4	3	64
11	2	2	3	2	2	44
12	2	3	3	2	2	48
13	4	4	4	4	4	80
14	4	3	3	3	3	64
15	4	4	4	4	4	80
16	4	3	3	3	3	64
17	2	3	3	3	3	56
18	2	2	3	2	2	44
19	3	3	4	4	3	68
20	4	4	4	4	4	80
21	3	3	3	2	2	52
22	4	4	4	4	4	80
23	3	3	3	2	2	52
24	3	3	3	2	4	60
25	3	4	4	3	3	68
	82	77	82	74	71	1544
	3.28	3.08	3.28	2.96	2.84	61.76

In conjunction with the table 1 above, it could be seen that the mean of the students' score in writing test was 61.76. Where, there were 5 students got scores 80, 2 students got score 68, 5 students got score 64, 5 students got score 60, a student got score 56, 2 students got score 52, a student got score 48, and 3 students got score 44. Moreover, from 25 students only 5 students got score above 75 and 20 students got score under 75. In conclusion, the data above showed that most of the students got unexpected result or low writing skill.

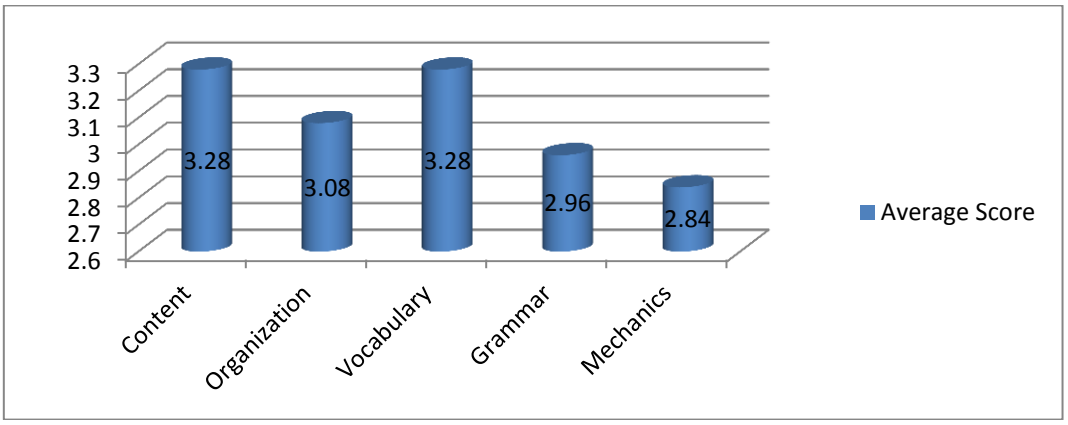
Furthermore, the researcher analyzed the students' score based on the components of writing. The components of writing were content, organization, vocabulary, grammar, and mechanic. In The average of the students' score could be seen as follow:

Table 2: The Average of the Students' Writing Score

No	Indicators	Average Score	Percentage
1.	Content	3.28	65.6%
2.	Organization	3.08	61.6 %
3.	Vocabulary	3.28	65.6 %
4.	Grammar	2.96	59.2 %
5.	Mechanic	2.84	58.8 %
	Total	15.44	61.76 %

In relation to the data above, the researcher found that the average score of the students' writing test for each indicator; the average score of the students' content was 3.28 or 65.6 % of the students who were able in term of content in writing, the average score of the students' organization was 3.08 or 61.6 %of the students who were able in term of organization in writing, the average score of the students' vocabulary was 3.28 or 65.6 % of the students who were able in term of vocabulary in writing, the average score of the students' grammar was 2.96 or 59.2 % of the students who were able in term of grammar in writing, and the average score of the students' mechanic was 2.84 or 58.8 % of the students who were able in term of mechanic in writing. This result was supported by the diagram of the average score of each items of writing components as follow:

Figure 1: The Average of the Students' Writing Score



Based on the data of the above, it could be concluded that most of the students at the second year students of English Education Department Faculty Education and Teachers Training Lancang Kuning University got difficulties in writing, especially in terms of content, organization, vocabulary, grammar, and mechanic. Most of them had poor performance in writing skill because from 25 students only 5 students or 20 % of the students who could write well.

In conjunction with the data above, the were some problem encounter students in writing class such as the students had low ability in generating, organizing, and elaborating ideas. It indicated that the students did not really understand how to specify this. Next, the students were confused in using correct grammar. It indicated that the students did not really understand about grammatical so that they often make errors in writing like errors in verb tenses, verb form, word order, word choice, subject-verb agreement, and sentence structure. Also, the students had limited vocabulary (diction). It indicated that the students had difficulties in using noun, pronoun, verb, adjective, adverb, conjunction, and preposition in writing. The last, the students were poor in using mechanical convention in their composition. It indicated that the students often miss capital latter, miss spelling, and punctuations in writing. Those were supported by Cohen in Richard (1998:89) separates that the writing components into five subdivisions. The first is about content that relates to the ideas of the students' in writing. The second is about organization that concerns in how the students manage the ideas in writing. The next is vocabulary asserted. It focuses on how students elect the

exact words in writing. As the further components, it is about grammar that relates to the sentences' arrangement. The last will be the mechanisms that intended in spelling and punctuation.

Referring to the aims of survey design research, the findings of this research have purpose to give information or input for the writing lecturers such as evaluation in teaching especially on writing skill according to the curriculum target of English Education Department of FKIP UNILAK Pekanbaru. The findings of this research are hoped to increase the students' achievement in learning English especially in writing. For instance, this research aims to dedicate for the writing lecturer at English Education Department of FKIP Unilak Pekanbaru.

CONCLUSIONS

This research has purpose to identify the students' writing skill and problems encounter in writing class at English Education Department of FKIP Lancang Kuning University. Based on the findings, it can be concluded that the ability of the students of English Education of FKIP Lancang Kuning University Pekanbaru in writing class during 2014 is categorized into poor. The problems encounter students in writing class during 2014 were content, organization, vocabulary, grammar, and mechanics.

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The Effectiveness of Using Multimedia Based Materials to Teach Listening Comprehension

(The Case study of the Seventh Grade of State Junior High School Thirteen (13) Semarang in the Academic Year of 2013/2014)

Destina Kasriyati
Lancang Kuning University Pekanbaru
destinakasriyati@gmail.com

ABSTRACT

The aim of the study were: to know the comparison of students' score between the experiment group and control group and to know the effectiveness of using multimedia based materials to teach listening comprehension, The study used experimental design. The sample of the study were taken from the students of seventh grade in state junior high school. The experiment group was taught listening comprehension by using multimedia based materials while the control group was taught by using conventional activity. After that, both of groups were given a post-test. In collecting the data, test was used as the primary instrument to know students' score both of groups. On the other hand, a questionnaire was also utilized as secondary instrument to evaluate the multimedia based materials; it was given only to the experiment group. The results of experiment students' score can be seen the value of t-obtained was -5.250. It was significance level p<1.684 (-5.250<1.684) for the two tailed testing with degree of freedom 32. The critical value of t-table was 2.021. Thus the result of experiment group that using multimedia based materials was effective for learning listening and it can be suggested to the seven grade students of state junior high school thirteen Semarang.

Key words : Listening Comprehension, Multimedia Based Materi

1. INTRODUCTION

Traditional of English teaching can no longer the effectively fulfill students need. Nowadays the tradition of English teaching has been changed with the entry of technology. Graddol: (1997:16) states that" technology lies at the heart of the globalization process; affecting education work and culture. Such as multimedia leads to higher learning. It refers to any computer software or interactive application, using multimedia in school is limited and it uses the text book. On the other hand, for having new developments and making changes to be better, there is always a need to explore, investigate and to experiment some things. The technological tools used in language teaching are not few. The tradition of English teaching has been changed with the entry of technology. Such as multimedia leads to higher learning. It refers to any computer software or interactive application, Multimedia in school is often limiting and is using the text book. Multimedia makes teaching interesting and also teaching more productive in terms of improvements.

Multimedia makes teaching interesting and also teaching more productive in terms of improvements. According to Beatty, 2003:39" multimedia refers to combining several media types including text, images, sound, video and animations." Moreover,

Mayer (2001:5) describes that multimedia is an instructional materials which are containing words and pictures intended for the purpose to foster learning better. Hence multimedia is needed in teaching and learning process to support it, but it does not find in the school. On the other hand, students have opportunity to learn listening for communicative purposes is still far behind the demand. Therefore, this study is directed to help students of junior high school to learn listening by providing them with appropriate listening material. The aim is to determine the effectiveness of multimedia and to know the comparison of students' score between the experiment group and control group. Multimedia can help students make interested in learning English in school and at home.

2. METHOD

This research used experimental designed, there were control group and experiment group.

2.1 Subjects

Participants was seven grades students of Junior high school, there is no obvious difference among the two selected groups (Experimental group and Control group), and we took the sample based on the same level and proficiency.

2.2 Instruments and procedures

In this research, test was used as the primary instrument, it was done by control and experiment group. The students were taught by different teaching approaches (experimental group, multimedia methods; while control group, traditional mode). 70 subjects from two classes were taught English by the same teacher with the same topic. In the experimental group, the researcher used multimedia based materials to teach listening skill. Multimedia provided elements – text, sound, graphics, pictures, photographs, and animation. While in control group, the researcher used traditional design, mainly included (tape recorder) and text book. After that, both groups were given a post test. Their test results were collected and analyzed to see whether the multimedia methods have positive effect on their English learning especially in listening section. Besides, a questionnaire was also utilized as a secondary instrument. It was given only to the experimental group to evaluate multimedia based materials in their listening comprehension.

3. RESULT AND DISCUSSION

Based on the result of data in field of the study, this part deals with answering questions of the statements of problems. When teaching and learning process, the group 1 (experimental group) all students were very enthusiastic for using media in listening activity, while students of control group, they did not show enthusiastic. So the result of test showed very different between group 1 and group 2. The results of experiment students' score can be seen the value of t-obtained was -5.250. It was significance level $p<1.684$ ($-5.250<1.684$) for the two tailed testing with degree of freedom 32. The critical value of t-table was 2.021. It can be seen from calculation of the students' mean test (experimental research) was 80.05, while the control group was 70.80, it means that there was different result between experimental and control group. Both of groups have the different proficiency for comprehending materials. Therefore, multimedia based material affected the proficiency, meanwhile traditional method did not show

advantages. Definitely multimedia based materials will be helpful for students, and they will be fun for learning.

4. CONCLUSION

Multimedia based material provides the interesting design (elements – text, sound, graphics, pictures, photographs, and animation) so students enthusiastic to enjoy teaching and learning process. It can be seen based on the research findings, multimedia based material was very effective to help students in learning listening. Hence the multimedia is intended to be used by the the students in self learning activities as well as teaching learning activities. It can be seen from the result of students' score, there was different score between experimental and control group. Experimental group has higher score than control group.

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VALUES IN INDONESIA LANGUAGE TEACHING

Aisyah Aztry
University of Muhammadiyah Sumatera Utara
sayaaisiyah@gmail.com

Indonesian society is a pluralistic society and so the understanding of multicultural values is needed in every interaction through education. Cultural diversity must be understood and accepted as an uniqueness. It will be able to bring the Indonesian people to heterogeneous life peacefully. As an educational institution school has an important role in order to transmit the values of multiculturalism. Learning Indonesian language includes the main material accepted in high school students. The value contained in the multicultural competencies required of students receiving learning Indonesian is to show honesty, discipline, responsibility, and proactive in using Indonesian in reporting the results of observation. Responsibility, responsive, caring, polite and imaginative behaviors can be applied in Indonesian expressions. Grateful for the gift of God's in existence of Indonesian and it can be used as a means of communication process, reasoning, and giving information written and orally through narrative text, news, advertising, editorial/opinion, and fiction.

Keywords: Values, Indonesia, language, teaching

INTRODUCTION

Indonesia is as the one of the world's most diverse composition of cultural identity, religion, language, and ethnic, that diversity became a source of national pride. Diversity in Indonesia on the other hand would give a positive color in the system if the nation's cultural values embodied in the form of complementary interaction, but on the other hand it can be a source of conflict if it is not well understood. Therefore, the education at the same school is placed to instill values and establish a mindset that appreciates diversity. In essence, schools themselves are not just "transfer of knowledge". As stated Fraenkel (1977: 1-2), the school is not merely a place where teachers deliver knowledge through a variety of subjects. Schools are also institutions that seek business and process oriented learning on the value (value-oriented enterprise).

Such values can be integrated in learning Indonesian. The reason, Indonesian language is a communication tool that can unite the diversity within the community. Indonesian is the national and state languages. As the national language, it serves as a symbol of national pride, a means of unifying the various ethnic groups with socio-cultural background and language, the developer of culture, science and technology development, as well as means of transportation in the interests of government and state. As the state language, it serves as the language of instruction in educational institutions, cultural development, the developer of science and technology, and also as a means of transportation and state governments. It is set in 1945 in article 36, that "the State language is Indonesian."

With the basic settings, the functions can be categorized as an expressive language, communication, social control, adaptation and integration / unifying. As expressive, language users are able to express picture, intentions, ideas, and feelings.

For communication, language is a means of interaction or relationship between two human beings so that the message can be understood. As social control, language is a regulator / controller behavior. As an adaptation, Indonesian can be used in a new environment that is occupied. As the integration / unifier, Indonesian can unite diverse ethnic, religious and cultural.

Implemented Indonesian language studies expected in the components of language skills and composing the students covers the four language skills, namely listening, speaking, reading, and writing. Each skill is interrelated with each other. Through the four components of language skills, the teacher teaches the integrating character values (social and cultural) of the noble nation of Indonesia.

DISCUSSION

Learning Indonesian in essence is teaching learners the Indonesian language skills well and true based on it purpose and function. According to Slamet (2007: 6), the primary function of language is a communication tool a person. Someone learns the language as urged by his need to communicate with people around him. So that in the learning activities, students are required to use the Indonesian language well to communicate in different situations, such as able to say hello, asking, answering, said, expressing opinions and feelings. In the communication, the students are required to use language that reflects the character values associated with the values of human behavior in relation to God Almighty, themselves, humans, the environment and the values characteristic of nationality. In addition, learning Indonesian significantly presents as a necessity, namely in the context of its use in communication. The significance of a sentence attaches to the context of use. Context in question is a reasonable context found in the interaction between speakers communicate.

Slamet (2007: 7) states the main emphasis in learning the communicative approach is to link the skills of learners to communicate with language. Language is taught as used in communicating. Knowledge of language (grammar and vocabulary) is not a destination language acquisition. First of all the emphasis is on communicative ability. With the communicative abilities, learners themselves reflect the values espoused character as social beings and civilized creatures.

According to Freeman (2012: 29), there are three sides of language learning methodology to do, namely Language Teaching / Teacher, Language Learning / Learner, and Language / Culture. Freeman explained that the three sides of the language learning methodology is as follows.

a. Language teaching is done by teacher
b. Language learning is undertaken by learners
c. The language itself is inseparable from culture.

Methodology language learners can not be separated from the culture because the language is a reflection of a culture. That is, the culture adopted by person can reflect the character of the language user. Hauschild (2012: 5) argues, "In addition to promoting language and content learning, environmental topics educator give studens the opppportunity to help understand how changes in daily behaviors can benefit Mother Nature". The statement provides an overview in improving teaching and learning content, a topic that is close to the environment will provide an opportunity for teachers to help students understand how changes in the habits of daily life naturally.

Good Indonesian is the language in accordance with the socio-cultural values of Indonesian society. Correct Indonesian is in accordance with the rules and norms of

Indonesian. It means that the words or phrases used by learners must match the values that are embedded in Indonesian society by taking into account that in accordance with the rules of spelling and grammar rules in Indonesian. It is the responsibility of the teacher to elaborate to the learners so that learners behaviors manifest in the act of Indonesian speech as a nation having a socio-cultural values as noble heritage of the nation.

As specified in the core competence and basic competences Indonesian at High School Level set forth in the table below

Table 1. Core Competence and Competence basic Indonesian Senior High School KELAS X

BASIC COMPETENCE	CORE COMPTENCE
1. Living and practicing their religion 1.1 Grateful for the grace of God for the existence of Indonesian and use it in accordance with the rules and context to unite the nation.	1.1 Grateful for the grace of God for the existence of Indonesian and use it in accordance with the rules and context to unite the nation 1.2 Grateful for the grace of God for the existence of Indonesian and use it as a means of communication in understanding, implementing, and analyzing oral and written information via text anecdotes, exposition, report the results of observation, complex procedures and negotiations. 1.3 Grateful for the grace of God for the existence of Indonesian and use it as a means of communication in the process, reasoning, and present oral and written information via text anecdotes, exposition, report the results of observation, complex procedures and negotiations.
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual aid, cooperation, tolerance, peace), polite, responsive and pro-active attitude and shows as part of a solution to the various problems in interacting effectively with the social and natural environment and in placing itself as a reflection of a nation in the world socially	2.1 Demonstrate an attitude of responsibility, caring, responsive, and courteous in using Indonesian to make anecdotes about the social, environmental, and public policy 2.2 Demonstrate honest behavior, discipline, responsibility, and proactive in using Indonesian to report the results of observation. 2.3 Demonstrate honest behavior, responsibility, and discipline in using Indonesian to show the stages and steps

BASIC COMPETENCE	CORE COMPTENCE
	that have been determined. 2.4 Demonstrate honest behavior, discipline, caring and polite in using Indonesian to negotiate in the negotiations 2.5 shows the behavior of an honest, caring, polite, and responsibility in the use of Indonesian to expose the conflict of opinion on social, political, economic, and public policy
3. Understanding, applying, analyzing factual knowledge, conceptual, procedural, curiosity based on science, technology, arts, culture, and humanities with human insight, national, state, and civilization-related phenomena and events, as well as apply the procedural knowledge in the field of study specific according to their talents and interests to solve problems 3.1 Understanding the structure and rules of text anecdotes, exposition, report the results of observation, complex procedures, and negotiate either through oral or written.	3.1 Understanding the structure and rules of text anecdotes, exposition, report the results of observation, complex procedures, and negotiate either through oral or written 3.2 Comparing the text of anecdotes, reports on the results of observation, complex procedures, and negotiate either through oral or written 3.3 Analyze text of anecdotes, reports on the results of observation, complex procedures, and negotiate either through oral or written 3.4 Evaluating anecdotal text, expositions, reports the results of observation, complex procedures, and negotiations based on the principles of text either through oral or written
4. Processing, reasoning, and presenting in the realm of the concrete and the abstract realm associated with the development of learned in school independently, and is able to use the scientific method according rule	4.1 Interpret the meaning of the text of anecdotes, exposition, report the results of observation, complex procedures, and negotiating good orally or in writing 4.2 Producing anecdotal text, expositions, reports the results of observation, complex procedures, and a coherent negotiation in accordance with the characteristics of the text to be made either orally and writing 4.3 Text Editing anecdotes, exposition, report the results of observation, complex procedures, and negotiations in accordance with the structure and rules of text both orally and in writing 4.4 The text abstract anecdotes, exposition,

BASIC COMPETENCE	CORE COMPTENCE
	report the results of observation, complex procedures, and negotiations both orally and in writing 4.5 Converting text anecdotes, exposition, report the results of observation, complex procedures, and negotiations into another form in accordance with the structure and rules of text both orally and in writing.

CONCLUSION

Behavior is a reflection of the mindset of learners to be implanted. Learners should be responsible for what they think, so they have to understand how to think and act intellectually that can be justified. To achieve the mindset of the need for value investment process indigo character as identity of learners, which one of them is language skills. Language skills, particularly subjects studied Indonesian students ranging from primary education up to college objective is none other than how the future generation of Indonesia did not lose our identity as a nation of Indonesia. Language will show the nation and the language shows the symbol of self identity.

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SELF AND PEER-REVISIONS: AN ALTERNATIVE ASSESSMENT OF EFL STUDENTS' WRITING AND REVIEWING PROCESS

Herlinawati
Universitas Negeri Malang
linapazir@yahoo.com

ABSTRACT

Research on self and peer revisions has revealed that self and peer-comments are helpful when it comes to making revisions in students' writing. The purpose of this study was to investigate the process and effects of providing self and peer-revisions in academic writing classroom. The participants were 33 Indonesian university students in EFL context and they were grouped into A and B. Both groups revised their own written drafts by themselves immediately after they completed the writing task and then were engaged in peer revision. 15 minutes was given for each self and peer revision, so the total amount of time was 30 minutes to complete self and peer revision. Two raters were involved to evaluate the students' revisions. Since this study was conducted without teacher intervention, the result could successfully prove that students had improvement in their writing through self and peer revisions in terms of linguistics features and developing ideas. Finally, it can be concluded that teachers can employ some classroom based-assessments' strategies to support students' success in writing quality through self and peer-revisions.

Keywords: self and peer-revisions, assessments, writing, reviewing process

INTRODUCTION

Many attempts have been called for more particular interest methods that can help students to develop writing outcomes. Among the methods used are peer, self, portfolio and co-assessments and have been identified by a few studies as an innovative assessment strategies or alternative assessments used by teachers to assess themselves and also students (Liu, Lin, & Yuan, 2002).

Among the assessment methods, peer assessment has been identified by a few studies as an effective way to improve students' writing. However, specific study of this instructional method's impact on student writing outcomes is still lacking. Some studies reported the effectiveness of peer assessment by classroom teachers and observers but not on measured success (Zhao, 2014; Suzuki, 2008 & Mok, 2011). The studies only attempt to evaluate student writing outcomes to assess whether or not implementing peer evaluation is actually an effective means to build writing skills by measuring student writing growth.

This study tries to examine students' text changes on linguistics features found in their written drafts in self-revisions and peer revisions under teacher's interventions. Some investigation of the effectiveness of peer assessment as compared to self-assessment in English language class (Mok: 2011; Julia & Christian:2011) have been conducted. Self-revision in this study refers to the revisions made by students on their

own written texts, whereas the peer-revision refers to students' writing revisions in their drafts while talking with their peers. Self and peer assessments is often referred as a kind of alternative assessments used by teachers to assess themselves and also students (Liu, Lin, & Yuan, 2002). Peer- or self-assessments is reported to possess many potential benefits for both learners and assessors if thoughtfully implemented, it can facilitate students' autonomous learning (Yuh,2008) and development of various learning and life skills, such as learner responsibility, meta cognitive strategies, evaluation skills, and a deeper approach to learning (Mok, 2011). Pedagogically, this kind of alternative assessments has consequences for organizing self and peer-revisions in the writing classroom. A research questions guided this study: How differently do the students' text changes in their written drafts using self-revisions and peer revisions?

METHOD

Participants

Thirty three Indonesian university students participated in this study who enrolled in academic writing course. The students were classified as homogenous group based on their writing score in intermediate proficiency level. Three writing tasks were given to the students and the effect was drawn from students' text changes made during selfrevisions and peer revisions. The participants were placed into two groups (A and B).

Procedures

The data were collected over 3 weeks in writing classroom. Every meeting, the students wrote an essay, therefore three essays were produced during the two weeks. The lecturer and the researcher selected some essay writing tasks. In the first meeting, the students in Group A revised their written drafts by themselves immediately after they completed the writing task, whereas the students in Group B were engaged in peer revision. In the next week, group A was engaged in peer revision, whereas group B revised their own written task. Meanwhile in the third week, the students were asked to give judgments about their experience in doing revisions using self and peer revisions. So, each group has same experiences in doing self and peer revisions as shown in Table 1. Every student had 15 minutes for self and peer revision, so it took 30 minutes to complete the revision. Every student used black pens that was distributed for the students in the first drafts. In the self-revision session, the students used green pens to show the text changes made by the students and used blue pens in peer revision session.

TABLE 1
TIMETABLE FOR SELF AND PEER REVISION

Essay task 1		Essay task 2		Reflections
Group A	Group B	Group A	Group B	
Peer revision (15 minutes)	Self revision (15 minutes)	Self revision (15 minutes)	Peer revision (15 minutes)	Interview

In seven days after the students had revised their drafts, they were interviewed individually by the lecturer. The students tried to identify all text changes and gave a number to each change on their written drafts. There was a range scale (1 to 5) given to the students assessed their text changes (5=*greatly improved*) to (1=*not improved*) during the sessions. The students were asked to judge to what extent each text change that they had made improved the written text. The students and the lecturer together with the researcher identified all revisions and gave a code to each change on students' drafts. The procedure from the first drafts to revised writing was repeated and the students did the other procedure in finishing the writing tasks given (task 1: my favorite place to visit in holiday, task 2: my favorite artist in Indonesia, and task 3: my favorite food). The students had to revise their writing drafts within seven days after the revisions.

Data Analysis

With the assistance of a researcher, all the text changes were classified (N = 464) into local and other errors categories. The categorization of linguistic types was discussed by lecturer and researcher to reached inter-rater agreement in categorization. The means and standard deviations of students' self-assessment in both conditions of revision (self-revision and peer revision) were calculated to compare the students' self-assessment of text changes made during self-revisions with their self-assessment of text changes made during peer revisions. Descriptive statistics was used because the number of text changes which students made was different in self-revisions and peer revisions (n = 291, 173 respectively).

RESULTS

The results of data analysis found that students tended to assess text changes during peer revisions slightly more highly than text changes during self-revisions (M = 3.51, 3.23, respectively) and the standard deviation of students' assessment of text changes in self-revisions was 0.98, and the standard deviation of their assessment of text changes in peer revisions was 1.15 as shown in Table 2.

TABLE 2
MEAN AND STANDARD DDEVIATION (SD) OF SELF AND PEER REVISIONS OF TEXT CHANGES

Self revision (n=291)	Peer revision (n=173)
Mean = 3.23	Mean = 3.51
SD = 0.95	SD = 1.15

The number of percentages of students' judgments on self and peer revisions using the range scales 1 to 5 is shown in figure 1. From the data collected, it was found that students tend to used a lower point 2(slightly improved) as the most frequently (55%) among a 5-point scale for self revisions. Meanwhile for text changes the students made during peer revisions tended to use higher points 4 or 5 (25%, 20%, respectively. Moreover, students had a tendency to rate within slightly narrower range when they assessed text changes made during self-revisions than when they assessed text changes made during peer revisions.

DISCUSSION

The revisions made by the students when assessed their text changes by themselves during self-revisions and text changes the students made with their peer during the revisions was found differently. Students tended to assess their text changes made during peer revisions more highly than the text changes made during self-revisions. Students assessed their own written draft within a little narrower range when they assessed their text changes they made themselves during self revisions than the text changes they made during peer revisions. Data analysis shows that peer revision could facilitate students to have guidance to make decision about text changes in their draft and have given students confidence in their revision.

The data for the correlation of self-assessment and peer-assessment by nine linguistic types of text changes was also analyzed. The correlations of self-assessment of text changes in terms of punctuation, spelling, articles, capitalization, prepositions, word choices and paragraphing were very high in this study. It implied that students could assess discourse-level text changes accurately (organization, r_s = 0.81; paragraphing, r_s = 0.84). Cresswell (2000) empirically proved that previous revision instruction to raise students' awareness of global-level text changes influenced the process of students' revision. This finding implied that the writing process is not only product oriented, but give more focus on process oriented. As some studies reported the effectiveness of self and peer revisions by classroom teachers and observers were often not on measured success (Zhao, 2014; Suzuki, 2008 & Mok, 2011). In other words, the process of text changes in students' revisions process needs to portray the motivation of the students in doing revisions. As supported by Mok (2011) some of the problems identified include a lack of student motivation as a barrier to method success, student discomfort with the sharing and evaluating of writing, and concerns about the time necessary to train students and implement methods.

This study empirically also proved writing teachers' prior instruction to raise students' awareness of global-level revision might be effective for the success in students' self- and peer revision. These linguistic text changes were a large proportion of all the text changes that students made during revisions. Since there were still many errors made by the students on English morphology aspects (e.g., articles, pluralization, subject–verb agreement, and verb tense), English writing teachers may need to give students form-focused instruction before students are engaged in writing.

The training for students' revisions might make their self-revision or peer revision more successful and self-assessment more accurate, which could save English writing teachers' time for feedback on individual students' morphological errors. Teachers' more explicit feedback (e.g., explicit error correction) on vocabulary and word choice may be also important for the success in students' self-revision and peer revision. As stated by Yuh (2008) and Adediwura (2012) that peer- or self-assessments is reported to possess many potential benefits for both learners and assessors if thoughtfully implemented, it can facilitate students' autonomous learning and development of various learning and life skills, such as learner responsibility, meta cognitive strategies, evaluation skills, and a deeper approach to learning (Mok, 2011; Bullock: 2011).

CONCLUSION

The result could successfully prove that students had improvement in their writing through self and peer revisions in terms of linguistics features and the way they developed ideas for their essay writing. Since this study gave more focus on process of revisions in students' writing, further larger scale studies using the assessments are necessary to conduct especially to give more attention to the issue of self assessment and its validity (Suzuki, 2008). The findings of this study hopefully can give contribution more effective instructions in developing students' proficiency in writing.

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IMPROVING THE STUDENTS' ABILITY IN SPEAKING THROUGH DRAMA

Dewi Kesuma Nasution

University of Muhammadiyah Sumatera Utara
Dewikesuma_21@yahoo.com

This study aims to find out whether the used of drama can improve the students' ability in speaking. The population of this research was the students of the third semester of English Department of University of Muhammadiyah Sumatera Utara, Medan and the total numbers of students were 22. This study applied classroom action research done in two cycles and in seventh meetings. The steps for conducting action research, there are four steps, planning, action, observation and reflection. In planning the researcher prepared lesson plan and the material about drama, action mean that the researcher explained about the process of drama method, observation mean that the researcher observed what the students' problem during teaching learning process, reflection mean that the researcher also evaluated the teaching and learning process in the meeting. The instrument of collecting the data was oral test, the students practiced about monologue drama in front of the class. This research was based on qualitative and quantitative method to collect the data. The findings indicated that there was an improvement on the students' ability in speaking through drama method. It can be seen from the students' score namely: the mean of the pretest was still low (43.40) and then it was done cycle I. After doing the action by using Drama method in cycle I, the findings of the first test had improved from the pre-test (46.81). Then, after giving action in cycle II, the findings of the last test had improved significantly from cycle I become (82.5). The improvement also can be seen from the percentage of students' ability in speaking through drama; in the pretest 0 % (no students) got 75 point. In the last test in cycle II 100 % (twenty two students) got 75 points. The improvement was 100 %. The students' difficulties are: they are always feeling bored in learning English and many students have difficulties in speaking caused the lack of vocabulary, so that the students difficult to speak English, the students have bad pronunciation in speak English, the students less fluency in speaking English, and the student not accuracy in speak English with their friends. The conclusion is the used of drama method could improve students' ability in speaking.

Keywords: Speaking, ability, drama

INTRODUCTION

Learning speaking is considered as a crucial aspect to language acquisition. One learns speaking aspects in order to enable students to communicate in any language. English as the universal language which is spoken all over the world is always learnt by many students. Students intend to be able to listen, speak, read, and write in English.

The students' phenomenon in learning English is they have motivation in increasing their achievement. On the other word, the researcher is required to behave

attractively, to realize the students' ability, to understand and to respond their performance, to get the students interest and pay attention to their elaboration.

There are some challenges makes speaking difficulty as Brown (2000: 26) said : Some problems of spoken language can make oral performance easy as well as, in some cases difficult. *Clustering* is fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering. *Redundancy* is the speakers' opportunity to make clearer meaning through the redundancy of language. Learners can capitalize on this feature of spoken language. *Reduce Forms* is Contraction, elisions, reduced vowels, etc. all form special problems in teaching English speaking. *Performance Variables* is One of the advantages of spoken language is the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, and correlations. *Colloquial Language* uses to make sure your students reasonable well acquainted with the word. Idioms and phrases of colloquial language and these they get practice in producing these forms. *Rate of Delivery* is another silent characteristic of fluency of rate delivery. How to help learners achieves an acceptable speed along with other attribute of fluency. *Stress, Rhythm, and Intonation* is a perceptive leader was broaden the scope of this creative drama project by making use of this natural response. Rhythm relaxes tense muscles, improves body coordination, motivates imaginative, and response. The most important characteristic of English pronunciation, as well be explain below. The stress time's rhythm of spoken English and its intonation patterns convey important messages. *Interaction* is learning to produce moves language in a vacuum-without interlocutors would rob speaking skill of its richest component, the creativity of conversational negotiation.

Unfortunately, the students are always feeling bored in learning English and many students have difficulties in speaking caused the lack of vocabulary, so that the students difficult to speak English, the students have bad pronunciation in speak English, the students less fluency in speaking English, and the student not accuracy in speak English with their friends.

Drama is prose or verse composition written for as if performance by actor. A play ideally, the people should meet a play as they meet piece of music performance. If they are to read it, they must learn to interpret the script, as a musician does the printed score. They must imagine that they can see the character in action. The researcher concluded that drama is interesting story in human life that can be showed by the students. And with drama the students can express their feeling and opinion. By conducting drama, the students are more active and able to speak English in front of class. Drama is an effective way to make the students enjoy and happy when teaching learning process applied. Beside that drama also make them not bored and have more interested to speak English. The problem to be explored can be stated in the following question, how well is the improvement of students' of University of Muhammadiyah Sumatera Utara in speaking through drama and their difficulties in it. Thus the objective of this research is to improve the students' achievement in speaking by using drama method and find out their difficulties. And the significance is wished able to help the students overcome their problems in learning speaking then they can improve their language skill especially spoken language.

According to Tampubolon and Panjaitan (2010: 46) says, "Drama is a story of human life". According to Bright and Mc Gregor (1970: 201) says, "Drama is creative activity and as such fulfills the normal function of all creative activity". Drama can help

the students to examine what we are thinking and feeling. Many teachers are suspicious of dramatic activities in school as unnecessarily and unhealthily stimulating the emotions of the students. Drama is a literary composition involving conflict, action crisis and atmosphere designed to act by players on stage before an audience. This definition may be applied to motion picture drama as well as to the traditional stage.

Drama is prose or verse composition written for as if performance by actor. Some actions action appear in drama such as (1) The use of imagination, (2) Powers of creative self- expression (3) Decision making and problem solving skill (4) And understand of self and the word and (5) Self-confidence, a sense of worth and respect and consideration for other The Sequence of drama activities can be drawn as follow : (a) Movement and mine : expressing through the body of meaning of the story being told or the music played, (b) Movement with some speech to amplify it. (c) Improvisation with fluent speech-still no scripts (d) Polished improvisation ; with some 'rehearsal ' and pupils producing their own rudimentary scrip and love stories (e)Own scripted plays ; the pupils produce their own dramatic versions of well-known and love stories. Group responsibility for simple props (f) the full printed play production: no need for 'students' texts'.

Drama can help them then, 'to examine what we are thinking and feeling'. Many teachers are suspicious of dramatic activities in a school as unnecessarily and 'unhealthily' stimulating the emotions of pupils. And with study of drama the students can express their ability in speaking.

METHOD

The participants of this study were the third semester of English department students of University of Muhammadiyah Sumatera Utara. The research took 22 students from one class. It meant that the number of population was 22 students. All population was taken as the sample which was called as total sample. A set of cycle was used in this research. Each cycle contained of the following steps:1) general Plan, 2) Implementing the plan, 3) Observing the action and 4) Analysis and reflection. Drama method was taken by researcher. Quantitative and qualitative data was used in this study. The instrument for collecting quantitative data is by doing speaking test. Qualitative data was gathered by using observation sheet, questionnaire sheet and interview. Observation sheet was used to measure the level activities during teaching-learning process.

RESULT

In cycle I, the first meeting was given the pre-test to the students. From the test it was found that the students' ability in speaking still low. From the result of the data, it was found the student's score is 43.40. After the researcher knew the students' scores, the researcher used monologue drama in teaching and learning process. This increase showed that through monologue drama method the students are able to improve their speaking ability. The qualitative data showed that most of the students were generally enthusiastic during the teaching learning process but sometimes they faced difficulties when they would express their idea in English. The researcher also observed the attitude of all students in class. The researcher also evaluated the teaching and learning process in the meeting. The researcher as the teacher asked the students about their difficulties and problems in understanding the lesson. The evaluation of three meeting became the

reflection to the writer in making cycle two. Cycle two helped to achieve the improvement score of the students. The evaluation could be from the students' result the writer checked up the students speaking test based on five component aspect of speaking namely, accuracy, pronunciation, vocabulary and structure. Interview and questionnaire sheet were also used to reflect whether the students respected the lesson. From the data the writer decided to continue cycle two in other to get the better result.

In cycle II, the quantitative data showed the improvement the students' score in speaking ability by using drama method could be seen that the mean of the students' score in the last meeting is the highest of all meeting, so it can be said that the students' speaking ability through drama method increased from 43,40 to 82,50. And the qualitative data showed that the researcher finding that the students' score from the first test to the last test had improvement. Based on activity and the test that the researcher gave to the students, the researcher concluded that the students had improvement in speaking through drama method. The researcher finding that the students' score from the first test to the last test had improvement. Based on activity and the test that the researcher gave to the students, the researcher concluded that the students had improvement in speaking through drama method

DISCUSSION

The result of the research indicated that there was an improvement on the students' speaking ability by using monologue drama method. After collecting the data, the mean of the pre-test was still low (43, 40) and then it was done in cycle I. After doing the action by using drama method in cycle I, the result of the first cycle had increased (46,81). Then, after giving action in cycle II, the result of the second competence test had increased significantly from cycle I (82, 50). It implied that the used of monologue drama method to improve students' ability in speaking was effective as it could improve students' ability in speaking and also helped teacher to teach speaking.

CONCLUSION

After analyzing the data, a conclusion can be drawn as the following: there is an improvement on the students' ability in speaking when they taught by using drama method. The students' difficulties are many students have difficulties in speaking caused the lack of vocabulary, the students have bad pronunciation in speak English, the students less fluency in speaking English, and the student not accuracy in speak English with other people. Using drama method can improve the students' ability in speaking. The students were interested and enjoyed when teaching learning process. The drama method was effective to improve the students' ability in speaking in University of Muhammadiyah Sumatera Utara (UMSU), Medan. Those conditions showed that the implementation of using drama method in improving the students' ability in speaking was successfully.

The findings indicated that there was an improvement on the students' ability in speaking through drama method. It can be seen from the students' score namely: the mean of the pretest was still low (43.40) and then it was done cycle I. After doing the action by using Drama method in cycle I, the findings of the first test had improved from the pre-test (46.81). Then, after giving action in cycle II, the findings of the last test had improved significantly from cycle I become (82.5). The improvement also can

be seen from the percentage of students' ability in speaking through drama; in the pretest 0 % (no students) got 75 point. In the last test in cycle II 100 % (twenty two students) got 75 points. The improvement was 100 %. The conclusion is the used of drama method could improve students' ability in speaking through drama.

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The Improvement of Students' Speaking Through Cooperative Learning Strategi at University of Muhammadiyah Sumatera Utara (UMSU), Medan

Yayuk Hayulina Manurung

University of Muhammadiyah Sumatera Utara
ayoe_hayulina@yahoo.com

This research deals with the use of cooperative learning strategy in teaching speaking. The objective of this research is to improve the students' achievement in speaking through cooperative learning strategy. Round robin and think pair share model of cooperative learning were applied in this research. Speaking material was focused on the daily conversation. The location of this research was University of Muhammadiyah Sumatera Utara (UMSU), Medan. The subject was 40 students of semester I by using action research. The result was cooperative learning strategy was able to improve the students' ability of UMSU in speaking. Cooperative learning strategy could be effective when the students were ready in the same ability. The data analysis showed that applying cooperative learning strategy in teaching speaking needed process and it cannot be conducted in one meeting. Finally, the complexity of media, material of learning, facility and strategy of teaching must be integrated in teaching by using cooperative learning; it is suggested to the speaking lecturer to increase the students' ability by using cooperative learning strategy.

Keywords: Speaking, Cooperative Learning, Round robin, think pair share

INRODUCTION

There are three central processes in learning English; they are reflection, negotiation and collaboration (McNiff.J.1993). When students are able to use the three processes, they do not only learn much more effectively, but they also gain valuable thinking and communication skills that will stand them in good stead in their lives outsides school. The processes work well together. When students negotiate, they reflect on their learning; when they collaborate, they negotiate with other students. A learning program that gets students actively using all three processes is likely to work best. The lecturers who have focused on the three learning processes with their students say that teaching necessary skills takes time, deliberate planning and possibly some rethinking of their own roles.

However some indications of the failure in teaching English can be seen through some facts that the students cannot speak English well. For instance, the students feel hesitance to speak English although they have vocabularies. At least, it can be viewed from two points of view. Firstly, the different score of writing and speaking. In expressing the same topic, students are easy to write rather that speak them. In writing, they are not bounded by the pronunciation and intonation. They only focus on connecting the sentences by using the appropriate grammar. While in speaking, besides think about grammar, they also prepare their ability in pronunciation and intonation. Then lecturers are difficult to find the students in speaking. Then concrete example is the students are ashamed to practice their English in daily life. Secondly, the frequency

of speaking English is low. They only speak English while learning English. But outside of class they seldom practice it, at least with their friends. Although it can be considered that the position of English in Indonesia is a foreign knowledge, but learning English application means learning English speaking.

Considering the gap between reality and expectation, the researcher is eager to offer the solution to overcome the problems. There are many factors that influence the process of teaching English. Firstly, the students do not have much time to practice their English. Secondly, lack of motivation in learning English. Thirdly, teaching and learning process is not supported by the facilities such language laboratory. And the last is, the lecturers have not had many techniques of teaching. There are several reasons why cooperative learning works as well as it does. The idea that the students learn more by doing something active than simply watching and listening has been long known to both cognitive psychologists and effective lecturers, and cooperative learning by its nature as an active method. Beyond that, cooperation enhances learning in several ways. Weak students working individually are likely to give up when they get stuck; working cooperatively, they keep going. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in. students working alone may tend to delay completing assignment or skip them altogether, but when they know that others are counting on them, they are often driven to do work in a timely manner. Students working competitively have incentives not to help one another, working cooperatively, they are rewarded for helping. The problem to be explored can be stated in the following question, how well is the improvement of students' of University of Muhammadiyah Sumatera Utara in speaking through Cooperative Learning Strategy. Thus the objective of this research is to improve the students' achievement in speaking by using cooperative Learning Strategy. And the significance is wished able to support the theory of cooperative learning strategy in developing the students' ability in speaking and help the students overcome their problems in learning speaking then they can apply the cooperative learning strategy with their condition.

Cooperative is working together to accomplish shared goals. Within cooperative activities individual seek outcomes that are beneficial to themselves and beneficial to all other groups so that students work together to maximize their own and each other learning. The idea is simple. Class members are organized into small groups after receiving instruction from the teacher. They then work through the assignment until all group members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefit so that all group member gain from each other's effort (your success benefits me and my success benefits you), recognizing that all group members share a common fate (we all sink or swim together here), knowing that one's performance is mutually caused by oneself and one's colleagues (we cannot do it without you), and feeling proud and jointly celebrating when group member is recognized for achievement (we all congratulate you on your accomplishment!). in cooperative learning situations there is a positive interdependence among students' goal attainments; students perceiving that they can reach their learning goal if and only if the other students in the learning group also reach their goal (Deutsch, 1962; Johnson & Johnson,1989). A team member's success in creating a multi-media presentation on saving the environment, for example, depends on both individual effort and the effort of other group members who contribute needed knowledge, skills and resources. No one

group member will possess all of information, skills, or resources necessary for the highest possible quality presentation.

Students' learning goals may be structured to promote cooperative, competitive, or individual efforts. In contrast to cooperative situations, they are ones in which students work against each other to achieve a goal that only one or a few can attain. In competition there is a negative interdependence among goal achievement; students perceive that they can obtain their goals if and only if the other students in the class fail to obtain their goals (Deutsch, 1962; Johnson &Johnson, 1989). Norm-referenced evaluation of achievement occurs. The result is that students either work hard to do better than their classmates, or they take it easy because they do not believe they have a chance to win. In individualistic learning situation students works alone to accomplish the goals unrelated to those classmates and are evaluated on a criterion-referenced basis. Students' goal achievements are independent; students perceive that the achievement of their learning goals is unrelated to what other students do (Deutch, 1962, Johnson &Johnson, 1989). The result is to focus on self-interest and personal success and ignore as irrelevant the successes and failures of others.

Think pair share involves three steps cooperative structures. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their response with other pairs, other teams, or entire group.

RoundRobin Brainstroming is where Class is divided into small groups 94 to 6) with one person appointed as the recorder. A question is posed with many answer and students are given time to think about answer. After the "think time , member of the team share response with one another round robin style. The recorder writes down the answer of the group members. The person next to the recorder starts and each person in the group in order to give answer until time is called.

There were two components to be discussed; cooperative learning and speaking ability. It must be considered that speaking ability is necessary for the learners to use language, to introduce their own selves and someone else, to describe people, place and things, to inform, to explain the procedure how to make something, able to express and give response to different types of speech acts such as request, apologies, thanks and command orally by using voice loudly. In teaching speaking activities to the students, speaking should be meaningful and authentic. To accomplish those functions teaching-learning process should provide them is round robin model and think pair share in cooperative learning. They are not only able to learn from the teacher but also from their friends. They also have the same chance to reach the goals in teaching-learning.

Round Robin model can increase the student's ability in speaking. They have the similarities of characteristics. In learning speaking, the students are forced to be active and practice the language as much as possible. And round robin offered learning situation where processes as the centered object in teaching and learning process are free to explore their ability in group activity. In round robin model implementation, the gap between the poor, medium and good students can be decreased. Because individual interdependency in group activity makes them feel equal with the other students, and finally it can be easier for the students in exchanging the information in term of speaking.

Then, think pair share model is suitable model to be applied in teaching speaking. In this model, students can exercise their pronunciation and fluency in speaking. Then, the frequency of speaking is more available in this model.

Further, both round robin and think pair share modes provide the students and the teacher to work together for special purposes in which learning is students' centered; it means all activities make the students active in learning. It gives chance to slow learners to give important things that they have discussed to share the information. This concept is very suitable in teaching speaking. Again, speaking needs not much theory, but it needs practice and the braveness in speaking. The same goal, the same perception can increase the students' interest in learning speaking.

METHOD

The participants of this study were the first semester of English department students of University of Muhammadiyah Sumatera Utara. The research took 40 students from one class. It meant that the number of population was 40 students. All population was taken as the sample which was called as total sample. A set of cycle was used in this research. Each cycle contained of the following steps;1) general Plan, 2) Implementing the plan, 3) Observing the action and 4) Analysis and reflection. There were only two kinds of model if cooperative learning was taken by the researcher, they were think-pair share and round robin brainstorming models. Think-Pair Share involved three steps of cooperative structure. During the first step individuals thought silently about a question posed by the instructor. Individuals paired up during the second step and exchange thoughts. In third steps, the pairs shared their responses with other pairs, other teams or entire group. RounRobin Brainstroming was set that class was divided into small groups (4 to 6) with one person appointed as the recorder. A question was posed with many answers and students were given time to think about answers. After the "think time", members of the team share responded with one another round robin style. The recorder wrote down the answers of the group members. The person next to the recorder started and each person in the group in order to give an answer until was called.

RESULT

In cycle I, the data showed that quantitatively there was different score of pretest and posttest. The means score of test in this cycle was 45.50 and the means of post test was 60.50. The gap between the means score of pretest and posttest was 15.

Quantitively, the range of this data indicated that there was significant progress during teaching and learning process. It was important to see the process of teaching and learning since it influenced the range of score. While from the qualitative analysis could be viewed that: (1) The students were still not able to answer the whole test. Although the average passed the standard score, but there were some students who were not able to pass the standard score (2) During observation the researcher found that all students were active in learning. The motivation of learning was needed to be increased. It was added by the result of observer from UMSU who assumed that the researcher was not success in mastering the class. And then, it was still found that some students did not attend the process of teaching and learning happily. The combination of researcher findings and analysis from the collaborator who recommended revising that the cycle 1 was not succeed and need to continue to the next cycle with many revisions. The collaborator recommended revising the lesson plan, steps of teaching, facility and material. She was also suggested to use visual aid in explaining the material, because it

can attract the students' interest. Thus, the researcher needed to improve and revise some points to apply cycle 2.

Then the Cycle II conducted and had some results on it. From the quantitative analysis, it could be seen that that the process of teaching and learning in cycle 2 helped the students in learning speaking. In this second cycle, there was significant program of the students' achievement in speaking. All students were able to pronounce the English words in good pronunciation. The significance of the test can be conducted based on the degree freedom (df) + N-1 + 20 – 1 + 19. In t critical table, it could be seen that the critical value was 2.038 on 95% level of significant, and 2.861 on 99% level of significant.

In completing the process of teaching and learning process in cycle 2, the researcher had designed the item of observation based on indicators. The students' researcher was a core of this observation. The result was, they were active in attending the process of teaching and learning. The students were eager to exchange information and raising question. The individual activity could be decreased. It was caused by the role of researcher to arrange the turn of speaker. There was no dominant student found in this section. All of them felt equal and had the opportunity to speak.

The students were not afraid to the teacher. Even outside of classroom activity, they always communicated to the teacher by using English language. They asked everything to the teacher. And it seemed that they felt more freely to speak outside of class than in class. This was to say that harmony relationship of students and teacher can increase the students' motivation in learning English. They were brave to express their idea and to appreciate another idea. Cooperative learning strategy was able to make them feel that they were viewed as group or class not as individual. They were equal. It was out of prediction that the students who seldom spoke actively in class was able to speak and active without caring about making mistakes. Motivation was raised because the concept of equality and doing everything together. in this cycle was also concluded during six meetings.

Then, it must be considered that not all students follow the construction of the teacher. The three points above was the common activity with irrelevant with the material. There were 20% or 4 students who did not attend the teacher's explanation, 15% chatting with friends and 19% doing another task. It was done by different students. It means that there were 7 students who did activity which irrelevant to the material. But different with cycle 1, the researcher was able to catch the cause of the lack motivation. Through personal communication, the researcher found that they were forced to learn English by their parents. They learned English not because of their own motivation. This made them lazy to learn English. Generally, all students were active in teaching and learning process. Although in beginning of the cycle 2, they were 2 students still doing another activity.

Specifically, dealing with the process of learning speaking by using cooperative learning strategy namely think pair share model. This model was used in order to anticipate the students' problem in term of fluency and pronunciation ability in speaking. In fact, fluency and pronunciation is the performance ability and firstly measured in speaking. Think pair model allowed the students to improve their fluency and pronunciation and easier the teacher to make correction of mistake happened.

In first time of applying think pair share model, not all students participate in this class activity. They waited the response from the teacher, even this period; there were many mistakes which uttered by practical students. Thus giving motivation by

teacher was truly needed here. And this cycle, the five indicators of speaking; organizing the idea, grammar, vocabulary, fluency and pronunciation could be achieved. Then, in the following table, the gap of score in cycle 1 and cycle 2 could be viewed clearly. And the table was drawn that the score of in cycle 2 has increased significantly.

Finally, there were some points to be considered in this cycle, they were: (1) the students were able to answer the test with the score pass the standard score. There was no students who unable or failed in answering the test. (2) During observation the researcher found that all students were active in learning. The motivation of learning has increased. (3) The collaborator stated that the process of teaching and learning in cycle 2 was good. She argued that group activity and class activity was effective and had been increased the students' ability in speaking. (4)Thus, the researcher needed not to continue and revise the research. The finding was enough to state that cooperative learning. The finding from the research showed that there was an increase of students' ability in speaking in cycle 1 and 2. The achievement could be derived from the preparation of students in attending the process of teaching and learning. Cooperative learning strategy was able to improve the students' ability of UMSU in speaking.

DISCUSSION

This research produced three findings which were stated above. From the experience in classroom during research, cooperative learning strategy was able to improve the students' ability in speaking. The concept of cooperative learning strategy helped the students and researcher easier the process of teaching and learning.

In fact, it was difficult to apply the concept of cooperative learning strategy in teaching. It is not easy as the theory. In practice, not all students were ready to learn with cooperative learning. The theory of cooperative learning stated that cooperative learning should eliminate the individual activity and each student should be interdependent with other students. In fact, the ability of the students was various. And prefer to work individually than work in 1 group. This condition was caused some students do not believe their friends' ability.

The lecturer needs to grow the concept of cooperative learning to the students. And the important point in this research was cooperative learning was cooperative learning can be effective when the students have basic knowledge about the material to be discussed. Prior knowledge was important since cooperative learning needs to exchange information, not receiving information. In this research, firstly the researcher only gives a short explanation, but it was failed because the students were various in terms of their ability in catching the point of explanation. .In addition, the value of t test was lower than value t table, t test was 0,83 and t table was 2.039. It is caused there is one group which passive and ashamed in teaching learning process such as their dynamic in group and class activity.

Finally, cooperative learning strategy can be effective in teaching speaking when both cooperative learning can improve the students' ability in speaking, but if it is misused, the objective of teaching and learning will not be achieved. And it cannot be conducted in one meeting, because it needs to comprehend the theory of cooperative learning strategy and prepare prior knowledge of the students.

CONCLUSION

The finding of this study has showed that the research question of how well the improvement of students' of University of Muhammadiyah Sumatera Utara (UMSU) in speaking through Cooperative Learning Strategy was. In short, cooperative learning strategy was able to improve the students' ability of University of Muhammadiyah Sumatera Utara (UMSU) and it cannot be conducted in one meeting, it needs time to comprehend and apply it in teaching learning process.

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Designing ELT Materials by Incorporating Core Values in The Indonesian EFL Context

Marwa
Universitas Negeri Malang
marwaaisyah@yahoo.co.id

ABSTRACT

In the area of foreign language teaching, the ultimate goal is to support students' abilities to be communicatively competent learners. In the Indonesian ELT context, the 2013 curriculum assigns not only the language competence but also the core values. The core values are characterized by having full and total comprehension of valued behaviors and put them into practice in order to interact effectively with the community and the universe. Developing learners' life-long core values for character building is urgent for them in their professional lives. Consequently, ELT practices should integrate such values in the English teaching. However, teachers find it difficult to make it into practice. As matter of fact, the available English textbooks do not adequately support and lead to the teaching core values. So, providing ELT materials incorporated with cultural content containing core values is crucially needed. Therefore, need analysis on providing and designing the learning materials should be grounded. The learning materials designed based on appropriate important factors and obvious guidelines are expectedly to facilitate the language teaching that embeds core values in order to foster and equip students' language competence to be successful language users in the dynamic and harmonic communication.

Keywords: ELT context, the 2013 curriculum, core values, designing ELT materials

INTRODUCTION

It could be argued that an integral part of learning a foreign language is acquiring some familiarity with the culture associated with it. For teachers of English as a foreign language (EFL), the question is, "How can we incorporate cultural knowledge and understanding within the context of our English language classes?" Simply having an acquaintance with the grammar, syntax, phonetics, and some of the social conventions associated with English will not give learners real insights into the cultural nuances. Increasingly, language teachers are recognizing the need to incorporate sociocultural factors into their classrooms (Palmer and Sharifian 2007); however, there is a lack of consensus on how to introduce cultural elements into the lessons. Another challenge that teachers face is what approach to take. Many EFL teachers have had no formal training in incorporating cultural elements in their teaching, and there is no universally accepted set of criteria that instructors can use as a guide (Byrnes, 2008).

In the Indonesian EFL context, the idea of accommodating cultural knowledge and understanding in the classroom has been explicitly stated in the newly launced 2013 curriculum. As matter of fact, the goal of teaching English should cover not only language competence but also non language competence to build critical competencies

which accommodate core values in the classroom. The notion of the core values assigned in the 2013 curriculum covers the importance of cultural knowledge in relation to positive values and social norms to be implemented in the students' real life. In other words, the learning outcomes in building such critical competencies comprise not only language-related competence but also core values, called core competencies, as required in 2013 Curriculum (Ministry of Education and Culture, 2013).

Why does the newly 2013 curriculum assign teaching the core values in the classroom? One of the main arguments of curriculum renewal in Indonesia, focusing more on character building and integrated learning, is the escalating demand of curriculum adaptation to social phenomenon happening in the society, in this case juvenile delinquency (*Kemendikbud, 2013*). The problem of moral deficiency and destructive behavior of youth has become a serious concern nowadays. Students at school often behave in contrast to the positive values and social norms for examples; they do not respect their teachers and friends, break the rules, and often do negative or even crime actions. Therefore, in the curriculum 2013, the basic competence focus on how students apply the core values characterized by having full and total comprehension of valued behaviors and put them into practice that cover honesty, discipline, responsibility, care (sharing, cooperating, being tolerant, and making peace), having good manners, being responsive and pro-active in showing attitudes to solve problems, ability to interact effectively with the community and the universe.

With regard to the aforementioned issue to be related to the ELT classrooms, English teachers should integrate the core values in English lessons. However, the teachers are still confused on how to integrate such core values in the language teaching since they do not really understand the details of such competence. In addition, the available English textbooks do not adequately support and lead to the teaching core values. Therefore, designing ELT materials that incorporate cultural content which embeds the core values is crucially needed in the classroom in order to solve the problems. The idea of incorporating the cultural content to the teaching core values is due to the need of facilitating the language learners with the knowledge of their own culture in order to foster their cultural awareness as well as introducing them to the other cultures. By doing so, the students are able to understand and compare what cultural commonalities and differences are that exist in their own and others' cultures. As a consequence, they will be able to interact effectively with the community and the universe as well. In sum, it is inevitable that the ELT materials design which accomodates core values will be tightly related to the English materials containing the aspect of the cultural content.

Thus, a needs analysis on providing and designing the ELT materials must be appropriately grounded. Based on the author's teaching experience in the EFL classes/activities, the available English learning materials dominantly serve monoculture context either USA or UK. Therefore, ELT professionals should do more to design and/or select teaching materials that cover the learning objectives that is in line with incorporating culture/core values in the language teaching. One strategy that has been used to offset the dominance of US and British culture in ELT materials is to shift the focus to local cultures. A careful design of language learning materials that adequately provide and balance the students' own culture as well as other cultures can potentially develop their core competence.

This paper, therefore, highlights the important issues and aspects on the idea of designing the ELT materials by discussing (1) current issues of designing English

textbooks containing cultural content and the challenges, (2) Core and basic competences of English subject matter in the 2013 curriculum, (3) factors to consider when designing materials, and (4) designing a sample of ELT material by incorporating the core values. In short, this paper shares idea to assist English teachers who wish to design ELT materials integrated with core values by considering current issues, factors and a set of guidelines for designing effective materials.

CURRENT ISSUES OF DESIGNING ENGLISH TEXTBOOKS CONTAINING CULTURAL CONTENT AND THE CHALLENGES

The cultural content of English language teaching textbooks may become one of the best tools for introducing learners to otherness. Baker (2011) argues that exploring language learning materials can be used to critically evaluate images and descriptions of cultures in locally produced textbooks and images of other cultures in local and imported ELT textbooks. However, it is often not realized by English teachers, ELT materials are in no sense 'neutral' or 'value-free' educational aids. Many researchers agree that most current English as-a-foreign-language (EFL) textbooks focus on features of Western culture (Alptekin, 2002).

However, in a globalizing perspective, teachers should remember to place equal value on both non-native and native speakers' cultural knowledge regarding both the target and local elements in teaching materials. The societal contextualization of English also comes with controversy due to the specific status of English as an international language or as a lingua franca in the EFL/ESL contexts. One strategy that has been used to offset the dominance of US and British culture in English teaching materials is to shift the focus to local cultures or 'reclaiming the local' (Nault, 2006; Ali & Walker, 2014; Mambu, 2014; Raquitico, 2014; Rai & Deng, 2014; Su, 2014; Forman, 2014; Tajeddin & Teimournezhad, 2014; Sin et al., 2011 and Garcia, 2005).

Pertaining to the idea 'reclaiming the local' to be integrated in the English teaching textbooks design, the researchers propose suggestions and future recommendations to the next researchers, policy makers, English practitioners, curriculum designers or even publishers. The textbook development should provide information both local and global along with communication strategies for effective skill development because only replicating the global materials without considering the practical usage of the local context and knowledge (grounded from the curriculum), makes English language hard for students to master (Rai and Deng, 2014). Regarding the dominant inner circle cultures in the Taiwan's English textbooks, Su (2014) suggests that teachers should provide tasks to help students develop awareness that "English is an international language owned by all who use it," they should help students understand how the global media/economy promotes dominant cultural hegemony and they should thus design curriculum with "an international and multicultural focus" since English is used globally to communicate with people from different races, religions, and linguistic and cultural backgrounds.

Some other researchers propose the same recommendations concerning the issue of integrating local culture in the EFL textbook. Forman (2014) suggests that the curriculum, which is the textbook, which is the publisher, should include the content of materials to be both local and global in order to use students' existing knowledge as a basis for exploration into global understandings. Tajeddin and Teimournezhad (2014) offer one solution open to policymakers and curriculum designers is to facilitate the

development of localized textbooks which include various aspects of the L1 culture. Another solution can partly be provided by local EFL teachers who may use various cultural-comparison activities focused on the L1, the L2 and other cultures through texts, pictures and video-clips to develop the intercultural sensitivity of their students. Shin et al. (2011) and Raquitico (2014) recommend that future textbooks should focus not only on cultural facts but also on deeper beliefs and values; incorporate a variety of 'Englishes' in teaching materials; encourage non-native, English-speaking educators to write textbooks; promote both native and target cultures' specific norms; raise publishers' awareness of intercultural competence; and promote teachers' effective integration of local and global culture.

In addition, the researchers have made some important points regarding the cultural content in the EFL textbook. Ali and Walker (2014) argue that obstinately rejecting the TL's culture on the basis of the fear of cultural imperialism is in no way a good idea. The researchers claim that neither home culture nor the TL's culture alone is sufficient for developing what Alptekin (2002) calls intercultural communicative competence in the ESOL users. Mambu (2014) suggests that EFL (teacher) educators, researchers, and students can be social transformers who can problematize the linguistic hegemony of 'Standard' English monolingualism that is hostile to Englishes and hybrid discourses (e.g., mixed English-Indonesian discourses). Garcia (2005) asserts that textbook designers need to be aware that one of the trickiest issues in presenting an intercultural and international approach with explicit comparison and contrast elements is that stereotyping can easily take place. Avoiding stereotypical descriptions is truly a challenge for textbook writers.

ENGLISH CORE COMPETENCES IN THE 2013 CURRICULUM

In the process of designing ELT materials, it needs to be in accordance to the the curriculum in this case dealing with the core competences as assigned in the 2013 curriculum. To make it easier for teachers to choose which values to include in designing ELT materials, the core competencies are classified into non academic and academic values and make the classification specific for English classes. In this classification, expected behaviors are formulated as alternatives for instructional objectives. Therefore, this classification can be used as a guideline to develop ELT materials.

Table 1. **English Core Competencies (Non Academic Values)**

Non Academic Values
Core Competence 1 Having full and total comprehension of their religion and put it into practice according to their religion. **Examples of observable behaviors as indicators:** 1. Giving an opinion on an issue based on their religious value (speaking/writing) 2. Identifying the difference between heir values and other values based information on reading/listening texts 3. Mentioning how to maintain interpersonal relationship as an implementation of appreciating different values from different belief. 4. Making a list of good manners in communication according to their belief

5. Choosing an action to do something (help other people) based on a given situation

Core Competence 2

Having full and total comprehension of valued behaviors and put them into practice that cover honesty, discipline, responsibility, care (sharing, cooperating, being tolerant, and making peace), having good manners, being responsive and pro-active in showing attitudes to solve problems, ability to interact effectively with the community and the universe

Examples of attitude and/or observable behavior

(some refer to long term behaviors which may not be assessed in one-short observation)

Examples of observable behaviors

1. Telling the truth of what (and/or) they have done something
2. Submitting work on time
3. Collecting homework regularly
4. Sharing ideas in a group work/classroom discussion on assigned topics
5. Showing tolerant of others' by appreciating differences in belief
6. Doing something to avoid conflicts
7. Showing acceptable manners in interpersonal communication
8. Helping others to solve problems
9. Performing initiative to solve problems
10. Acting appropriately to respond to natural phenomena

Academic Values

Core Competence 3

Comprehending, applying, and analyzing factual, conceptual, and procedural knowledge due to curiosity on knowledge, technology, art, culture, based on humanity, cultural, citizenship and civilization perspectives related to the causes of phenomena and facts; and applying the procedural knowledge in their specific field of study using their talent and interest to solve problems.

Examples of observable behaviors

1. Raising questions on topics in listening/reading texts
2. Analyzing texts according to the generic structure
3. Differentiating facts from opinion in the reading passage
4. Explaining the causes of natural phenomena logically (written/spoken)
5. Giving logical reasons for acting in response to an issue (argumentative text)
6. Sharing opinions to solve problem
7. Explaining concepts in details
8. Applying linguistic rules correctly in writing/speaking (productive skills)
9. Using suitable generic structure in performing assigned topics.

Core Competence 4

Processing, reasoning, and presenting concrete and abstract issues independently as a knowledge development process obtained from school; and able to apply suitable scientific methods

Examples of observable behaviors

1. Giving logical reasons for their action (position) in response to an issue (argumentative text)
2. Giving opinions to solve problems
3. Explaining a concept to share opinion
4. Using a suitable technique to develop a product
5. Applying knowledge to write a paper
6. Implementing suitable method in writing a a final year project

(The last three competencies are long-term competencies)

(Adapted from Mukminatien, 2014)

It is obvious that based on Table 1 the Core Competencies basically can be classified into two categories of values: non academic and academic ones. When elaborated into observable behaviors as achievement indicators, some can be grouped into short term achievement, while others into long term achievement (especially Core Competence 4). Then a set of observable behaviors are formulated, and they could function as instructional objectives in designing ELT materials.

Thus, the ELT materials designers in this case can be the English practitioners (teachers or lecturers) need to consider these core competences. Definitely, the curriculum and the context are variables that will significantly impact on decisions about designing teaching materials. Many teachers are bound by mandated curriculum defining the content, skills and values to be taught. In short, it is the teachers' responsibility to ensure that the goals and objectives of the overarching curriculum are kept close at hand when designing materials (Nunan, 1998).

FACTORS TO CONSIDER WHEN DESIGNING ELT MATERIALS

Besides considering the curriculum as the most important variable in designing the materials, there are five more factors that the ELT materials designers need to take into account when embarking on the design of teaching material for their students. The first and most important factor to be considered is the learners. Any considerations of syllabus or materials design must begin with a needs analysis. This should reveal learning needs with regard to English language skills in listening, speaking, reading, writing, vocabulary knowledge and grammar; as well as individual student's learning preferences. It is not just learning needs that are relevant to the teacher as materials designer. However, equally important is the knowledge about students' experiences (life and educational), their L1 language and level of literacy in it, their aspiration, their interests and purposes for learning English.

The resources and facilities available to the teacher-designer are also considered as an element of context. Clearly teacher must be realistic about what they can achieve in terms of materials design and production within the limitations of available resources and facilities. Access to resources such as computers (with or without internet access), a video player and TV, radio, cassette recorder, CD player, photocopier, language lab,

digital camera, whiteboard etc. will impact on decisions in materials design (Hadfield and Hadfield, 2003).

Personal confidence and competence are factors that will determine an individual teacher's willingness to embark on materials development. This will be influenced by the teacher's level of teaching experience and his or her perceived creativity or artistic skills and overall understanding of the principles of materials design and production. In reality, most teachers undertake materials design to modify, adapt or supplement a coursebook, rather than starting from scratch, and this is probably the most realistic option for most teachers. Decisions available to teachers include as what have been suggested by Harmer (2001) and Lamie (1999): (1) add activities to those already suggested, (2) leave out activities that do not meet the students' need, (3) replace or adapt activities or materials with supplementary material, authentic materials and teacher-created supplementary materials and (4) change the organizational structure of the activities, for example, pairs, small groups or whole class.

Copyright compliance factor is also considered important in materials design. Teachers need to be aware of the restrictions that copyright laws place on the copying the authentic materials, published materials or materials downloaded from the internet for use in the classroom. This is particularly important when creating course materials that will be used by a large number of classes over time. Copyright law has implications when creating materials that include excerpts from published works. An example of this would be creating a worksheet that uses the pictures or excercises from a commercial text, alongside teacher-created activities. While an idea can be copyright, the expression of the idea can be and teachers need to be mindful of this.

The last is time factor that teachers need to consider who wish to design their own materials. It is thus, important to consider ways to make this aspect manageable. Block (1991) suggests a number of ways in which teachers can lighten the load, including sharing materials with other teachers, working in a team to take turn to design and produce materials, and organizing central storage, so the materials are available to everyone.

DESIGNING A SAMPLE OF ELT MATERIAL BY INCORPORATING CULTURAL CONTENT THAT ENTAILS CORE VALUES

ELT materials form an important part of most English teaching and learning. From textbooks, videotapes and pictures to internet, teachers rely heavily on a diverse range of materials to support their teaching and their students' learning. However, despite the current rich array of ELT materials commercially available, many teachers continue to design their own materials for the classroom use since the commercial materials do not fit the learning goals as assigned by any particular curriculum of educational context (Block, 1991; and Altan, 1995). In fact, those learning materials are not targeted to any specific group of learners or any particular culture. This implies that the available teaching and learning materials do not fully support and lead to the intended teaching and learning goals.

In the Indonesian EFL context, for the majority of the learners learning a foreign language, their own culture is so much given that they barely recognize it. In that respect, the process of learning another language involves a process of acculturation. Distant places and peoples are becoming more and more reachable each day. Learners are likely to gain an understanding of other cultural identities and be culturally literate

to interpret the messages they will confront. Therefore, it is crucial for teachers to use pedagogic models in teaching cultural content that contains the core values.

However, teaching a foreign language differs from teaching a second language in that teaching takes place in a classroom setting where students speak a language other than the target one. Thus, students have reduced chances to use the target language in limited classroom discourse. Although students can experience the relationship between their home culture and target cultures through school trips or exchange projects, these opportunities are rare and occasional.

Therefore, it is necessary that foreign language teachers design ELT materials for classroom use. They should also design real life activities based on the given material in the speaking activity. These activities are particularly effective because they move students into the area of cultural learning to intercultural learning. As the material designers, it is crucial for teachers to develop their own cultural awareness and enrich their sensitivity to other cultures and avoid cultural prejudices or stereotypes. In the following appendix, a sample of ELT material design which incorporates core values is presented to help students reflect on their own language and culture, as well as that of others.

Sample of ELT material

Classroom manners

Skill areas: Reading and Speaking
Target Students: Senior High School and Undergraduate students
Aims (core values):

- ✓ discipline,
- ✓ responsibility,
- ✓ having good manners
- ✓ avoiding cultural misunderstandings,
- ✓ using critical skills to discover the motive for the depicted behavior,
- ✓ making students aware of correct forms of behavior on problematic occasions in the target culture

Before reading

1. Have you ever been late for class?
2. What was the reason? How did you come in?
3. What was your teacher's reaction?

Now read the first section of the text below. Discuss with your partner what the Professor's behavior might mean?

Emre's test in his history class took longer than the hour which was scheduled for the class, so he arrived at his math class about ten minutes late and discovered that the door to the classroom was closed. Emre knocked lightly on the door and waited for the teacher, Professor Smith, to open it. When she did, he quietly explained that he was sorry that he was late and told her that his history class took longer than he had expected. Professor Smith hardly seemed to be listening to what he was saying and actually started talking to the class again before Emre was completely finished. He noticed that she hardly looked at him as he took his seat. He felt that she was annoyed at him. A few minutes later, when the classroom became warm, Professor Smith opened the classroom door. About three minutes afterwards, Tom, an American student, came

into the classroom and quietly took his seat. Emre noticed that the teacher smiled and nodded at Tom within a few minutes from the time that he came in.

What did Professor Smith's behavior mean? Some possible explanations are given below. In groups of four read them and discuss the most probable explanation. Later, read the discussion to see if you have guessed correctly.

A. Professor Smith was annoyed at Emre because he was late and had not told her beforehand that he would be late. Americans expect explanations for lateness before the lateness occurs. Tom had given his explanation to Professor Smith beforehand, so it was not a problem.

B. Professor Smith was annoyed at Emre because he tried to enter the class when the door was shut. For Americans, a closed door signals a desire for privacy which should not be interrupted. As Professor Smith opened the door before Tom arrived, there was no problem with his coming into the class, even though he was later than Emre.

C. Professor Smith was annoyed at Emre because he interrupted her lecture by knocking at the door and trying to talk to her while the rest of the class was waiting. Once class has started, Americans expect that no one will interrupt except for an emergency. Tom did not interrupt when he entered late because he slipped quietly into his seat so that he did not annoy anyone.

D. Professor Smith was annoyed at Emre simply because he was a foreign student. She felt that the foreign students at the university were taking opportunities from the American students. She was not annoyed at Tom because he was an American.

Discussion of the possible explanations

A. Although it is true that Americans are very time conscious and dislike lateness, they also realize that lateness will occur for unexpected reasons and that it is impossible to always know beforehand when you will be late.

B. Some closed doors in the U.S. are signals of a desire for privacy. However, those closed doors are usually doors to private rooms - offices, bedrooms, bathrooms, etc. When doors to public rooms - classrooms, meeting halls, etc. - are closed, it is not necessarily a signal of a desire for privacy. It is more likely to be a sign that too much noise was coming in from the outside.

C. This is the best answer. Teachers in the U.S. expect as little interruption as possible when they are conducting their classes. If an interruption does occur, Americans would expect that there was something very urgent about the interruption or that it would have relevance to everyone in the class. Emre's matter was a private one with relevance only for him so it was not appropriate. The proper way to handle the situation is to slip into class as quietly as possible not interrupting the teacher or the other students as Tom did.

D. There are Americans who have prejudices against foreign students for one reason or another. However, such a prejudice is not a good thing to assume, particularly at the start and especially when there is no more proof than one incident. You should remember that all cross-cultural interactions are open to misunderstanding and you should allow much more time and evidence before making assumptions.

After Reading

What might happen if an American student were in your country and late for class?

CONCLUSION

Designing ELT materials by integrating core values can be possibly done by using the cultural content. As an aspect of curriculum, ELT materials play important role since they contain the elements of linguistic competence and cultural values for the learners' character building as mandated by the 2013 curriculum. A careful design of ELT materials in accordance to 2013 curriculum along with considering factors and guidelines for designing effective materials can give a meaningful contribution toward facilitating teaching core values in the ELT classroom. Exposing learners to well-designed learning materials can potentially develop their core competence.

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The Role of Material Development in EFL Class

Fahriany
UIN Syarif Hidayatullah Jakarta
fahriany@uinjkt.ac.id

ABSTRACT

In any language teaching situations success depends on giving proper consideration to both human elements,such as the role of the teacher on the nature of the students,and also to the human elements,such as the materials,The development of instructional materials can be seen from some patterns.This article discusses the important of material development in conducting English as a foreign language. There are many different materials that teacher can use for instance Informative (informing the learner about the target language), Instructional (guiding the learner in practicing the language), Experiential (providing the learner with experience of the language in use), Eliciting (encouraging the learner to use the language), and Exploratory (helping the learner to make discoveries about the language).:
'Instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom'.

Key words : Material Development, EFL class

INTRODUCTION

There are many different materials that teacher can use for instance Informative (informing the learner about the target language), Instructional (guiding the learner in practicing the language), Experiential (providing the learner with experience of the language in use), Eliciting (encouraging the learner to use the language), and Exploratory (helping the learner to make discoveries about the language).

Richard's (2001: 251) comment that 'Instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom'. The same point is made by Tomlinson et al. (2001) and Masuhara et al. (2008) in their reviews of currently used adult EFL course books: both conclude that the emphasis in most course books is on providing explicit teaching.

THE NATURE OF MATERIALS DEVELOPMENT

Tomlinson (2012) explains '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. Ideally, all of these processes should be given consideration and should interact in the making of language-learning.

In addition, Nunan (1991) stated that basically material development is dealing with selection, adaptation, and creation of teaching materials. In practice, it focused on evaluation, adaptation of published materials and creation (development of teaching materials by teacher in line with the existing syllabus).

- Select from existing Materials: *Materials Evaluation*

- Write your own materials*: Materials Development*
- Modify existing material*: Materials Adaptation*

MATERIALS DEVELOPMENT

How writers write Reports of how writers actually write materials reveal that they rely heavily on retrieval from repertoire, cloning successful publications and spontaneous 'inspiration'.

Johnson (2003) says he searched the literature in vain for reports of the actual procedures involved in writing materials. He missed accounts that have appeared, such as those by Byrd (1995) and Hidalgo, Hall &Jacobs (1995), as well as Prowse's (1998) report of how a number of well-known authors actually write their material. Hidalgoet al. (1995) consists of reports by materials writers in South-East Asia of how they wrote materials. Although some of them mention influence by principles of language acquisition (see 5.2), many report replicating previous materials, adapting activity types which had worked for them before and relying upon creative inspiration.

The writers in Prowse (1998) report similar approaches and stress the importance of thinking as you write, of how 'Ideas come to you at any time' during collaboration (p. 130), of thinking about the materials whilst doing something else, of being prepared to write many drafts and of being inspired. Some of the writers refer to prior planning but none to developing a principled framework or criteria before starting to write.

Johnson (2003) focused on expertise in task design. He studied the literature on task-based teaching but found nothing on the procedures involved in actually writing a task, so he set up an experiment in which eight expert materials writers and eight novices were asked to 'design an activity involving the function of describing people' (p. 4). He asked each writer to think aloud as they designed the task. Their 'concurrent verbalizations' were recorded and then analyzed. What they revealed was that the experts wrote their materials in very different ways from the novices.

There are very few publications offering practical guidance to materials writers on how to develop effective materials:

- Johnson (2003) gives his informed opinion on the expertise needed to be a good task designer and Spiro (2006) provides advice on how to become an L2 storywriter.
- Tomlinson (2003b, 2003c) proposes a flexible text-driven framework for developing materials and puts forward ways of ensuring that materials are humanistic.
- Tomlinson &Masuhara (2004) provide practical advice on developing materials, writing instructions, using illustrations and layout and design.
- Van Avermaet&Gysen (2006) and Duran &Ramaut (2006) give advice on writing tasks for young learners.
- Folio has been publishing articles providing information, advice and stimulus to materials writers twice a year since 1993.

MATERIALS ADAPTATION

Considering how teachers adapt materials systematically or intuitively every day, there is surprisingly little help for them in the literature. One of the major early books on materials development, Madsen & Bowen (1978), did, however, focus on adaptation. It made the important point 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. In order to achieve this congruence Madsen &Bowen propose ways of personalizing, individualizing, localizing and modernizing materials.

Other early publications which provided help to teachers when adapting materials include;

- Candlin & Breen (1980), who criticize published communicative materials and suggest ways of adapting them so as to offer more opportunities for communication
- Cunningsworth (1984), who focuses on how to change materials so that they get the learners to do what the teacher wants them to do
- Grant (1987), who suggests and illustrates ways of making materials more communicative.

Experts who have given advice about adaptation in the nineties include;

- Willis (1996), on ways of changing classroom management and sequencing to maximize the value of task based materials,
- Nunan (1999), on procedures for making materials more interactive and
- White (1998), on ways of increasing student participation when using listening materials.

McGrath (2002) also devotes a chapter to discussing the objectives, principles and procedures of adaptation. He proposes 'four evaluative processes' (p. 59) when basing a lesson on a course book and goes on to discuss the issues and procedures involved in each process. Teachers may select the material that will be used unchanged, Reject either completely or partially sections of the material add extensions or further exploitation of the existing materials and replace components of the materials. McGrath sets a series of useful tasks for the readers to check their understanding of his suggested procedures and their ability to use them. Some of these tasks involve the reader adapting course book materials; others involve them in evaluating adaptations suggested by experts.

One problem with the tasks is that they are not situated in a specific learning context, even though one of the main objectives of adaptation is to make the materials of more value to the students using them. McDonough et al. (2012) solve this problem by getting the reader to make use of materials they are familiar with and to adapt them to make them more suitable for their own teaching situation.

Islam & Mares (2003) solve the congruence problem by situating their three example scenarios in three different contexts which they are familiar with. They borrow objectives and categories from previously published lists but include such objectives as adding real choice, catering for all learner styles, providing for learner autonomy, developing high-level cognitive skills, and making the input both more accessible and more engaging.

A different approach to adaptation is taken by Saraceni (2003), who advocates providing the learners with an important role in adapting the materials they are using. In order to involve learners in the process, she proposes that materials should actually be written with learner adaptation in mind, aiming to be learner-centered, flexible, open-ended, relevant, universal and authentic, and giving choices to learners. She also stresses that offering provocative topics and aesthetic experience can facilitate learner adaptation. She criticizes published materials for being, for example, trivial,

stereotypical and un-motivating, and provides an example of materials designed so that they can be adapted by the learners using them.

According to Cunningsworth (1995: 136), adapting material involves one or more of the following:

- Leaving out some parts of the material
- Adding material (published or your own)
- Replacing material with something more suitable
- Changing the published material to make it more suitable for your use

Furthermore, Cunningsworth adds that we may need to adapt course book because they are not ideal as they stand in any of the following areas:

- Methods (eg an exercise may be too mechanical, lacking in meaning, too complicated)
- Language content (eg there may be too much emphasis on grammar items that your students learn easily and not enough emphasis on those that they find difficult)
- Subject matter (eg topics may not be interesting to the students or they may be outdated or not authentic enough)
- Balance of skills (eg there may be too much emphasis on skills in the written language or on skills in the spoken language, or there may not be enough of integrating skills)
- Progression and grading (the order of language items may need changing to fit an outside syllabus or the staging may need to be made steeper or shallower)
- Cultural content (there may be some cultural references that need omitting or changing)
- Image (a course book may project an unfriendly image through poor layout, low quality visuals, etc).

Teachers adapt course books for all of the above reasons and in order to do so effectively we need to be sensitive to our students' interest, learning styles and motivation. We also need to be aware of what they find difficult and what they find easy, so as to be able to adapt materials in a way that makes them challenging linguistically and stimulating in their content, without being too difficult or user-unfriendly. In order to do this effectively, we need a good understanding of the nature of the materials that we are adapting, and experience of working in the learning/ teaching situation which we are adapting the materials for.

PRINCIPLE OF MATERIALS DEVELOPMENT

Despite the typical reliance on repertoire and inspiration reported in the preceding section, some writers do describe establishing principles prior to writing. Flores (1995: 58–59), for example, lists five assumptions and principles which drove the writing of a textbook in the Philippines, and Penaflorida (1995: 172–179) reports her use of six principles of materials design specified by Nunan (1988). Hall (1995: 8) insists that the crucial question we need to ask is 'How do we think people learn languages?' and goes on to discuss the principles which he thinks should 'underpin everything we do in planning and writing our materials' (ibid.).

Tomlinson (1998b: 5–22; 2011b) proposes fifteen principles for materials development which derive from second language acquisition (SLA) research and from his experience, and a number of other writers outline principled approaches to

developing ELT materials in Tomlinson (1998a, 2011a).For example, Bell & Gower (2011) discuss the need for authors to make compromises to meet the practical needs of teachers and learners and match the realities of publishing materials. They also articulate eleven principles which guide their writing.

Edge &Wharton (1998: 299–300) talk about the 'course book as ELT theory' and as a' genre whose goal is a dialogue about principle via suggestions about practice', and they stress the need to design course books for flexible use so as to capitalize on 'teachers' capacity for creativity'. Maley (1998, 2011) suggests ways of'providing greater flexibility in decisions about content, order, pace and procedures' (1998:280) and Jolly & Bolitho (2011) advocate a principled, practical and dynamic framework for materials development.

Tomlinson &Masuhara (2010), in reporting recent research, consider the application of many theoretical principles of language acquisition to the practice of materials development; a number of chapters report research results which could have important implications. Fenton-Smith (2010) describes the beneficial effects on Japanese university students' engagement and motivation from carrying out creative and critical output activities after extensive reading.

Tomlinson (2008a) provides critical reviews of ELT materials currently being used around the world and most of its chapters make reference to the principles and procedures of materials development. It also contains an introductory chapter on 'Language acquisition and language-learning materials' (Tomlinson 2008b), which proposes ways of applying commonly agreed theories of language acquisition to materials development. The principles proposed include:

- The language experience needs to be contextualized and comprehensible
- The learner needs to be motivated, relaxed, positive and engaged
- The language and discourse features available for potential acquisition need to be salient, meaningful and frequently encountered
- The learner needs to achieve deep and multi-dimensional processing of the language

ISSUES IN MATERIALS DEVELOPMENT

The value of textbooks for years there has been debate about whether or not the textbook is the best medium for delivering language-learning materials. The debate started in the eighties with Allwright (1981) putting forward arguments against ways in which textbooks deliver materials and O'Neil (1982) mounting a rigorous defense. Since then there have been numerous contributors to the debate. Regardless of the views of experts who criticize the use of textbooks, most language teachers seem to continue to use them.

Proponents of the course book argue that it is a cost-effective way of providing the learner with security, system, progress and revision, whilst at the same time saving precious time and offering teachers the resources they need to base their lessons on. It also helps administrators to achieve course credibility, timetable lessons and standardize teaching. Opponents of course books argue that they can disempower both teacher and learners, cannot cater for the needs and wants of their actual and provide only an illusion of system and progress.

Tomlinson's own view is that they need textbooks to save time and money and many teachers want a course book which provides everything they need in one source. Based on his experience of talking to teachers and to learners, and of observing teachers

using materials in over thirty countries, he would like to see more localized textbooks and more global textbooks which are designed to be flexible and to offer teachers and students opportunities for localization, personalization and choice. In addition, publishers could produce web-based global 'course books' which offer opportunities for choice, modification and replacement and which facilitate 'an ongoing process where materials are refined.

RESEARCH IN MATERIALS DEVELOPMENT

In a colloquium paper Richards (2005) stressed that all materials reflect the writers' theories of language, language use and language acquisition. He admitted that very few materials producers are also academic theorists and researchers and that there is very little research into the design and effects of materials, going on to suggest ways of connecting research and materials development.

Tomlinson (1998a, 2003a, 2008a, 2011a) focuses mainly on ideas for innovation in materials development but does also include reference to research which could have significant implications for materials development. For example, Tomlinson (1998b, 2011b) reports on major research findings in SLA and proposes ways of connecting them to materials development and use, and (2011c) on research into L1 and L2visual imaging, suggesting ways of applying the findings to developing activities for L2 learning.

So there is already quite an extensive literature on research and materials development but regrettably little of it provides empirical evidence of the effects of materials on their users. Interestingly, none of the projects reported was conducting research on the effects of global course books, though many were reporting on projects to find replacements for them.

Chapelle (2008) argued that we need to take materials evaluation forward into a more research-oriented framework, which will enable us to make claims about the effects of materials on the basis of evidence from research.

CONCLUSION

Teachers seem to be more constructively critical of their course books and to be more willing, confident and able to localize and personalize their course books for their learners. This is especially so in regions where teachers have been trained as materials developers, either on teacher development courses or on national or institutional materials development projects.

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Implementing Project-Based Learning in Scientific Writing Class

M. Zaini Miftah
State Islamic Institute of Palangka Raya, Central Kalimantan, Indonesia
miftahmzaini@gmail.com

ABSTRACT

Project-Based Learning (PBL) is a model for classroom activity emphasizing learning activities that are long-term, not isolated, student-centered, and integrated with real issues and practices. The practice of PBL is also practical and purposeful to encourage the students to learn creatively based on their fields of interest. In the classroom of Scientific Writing course, the students tend to be encountered with the real problem, producing a research proposal. It will become the crucial issue for the obligation to undergraduate thesis writing as the real-world investigation in the next semester. It might also become the challenge in their future life after graduation. Therefore, with the power of PBL through research proposal writing, it leads the student writers to develop the writing skill. In an attempt to deal with the challenging problem, this paper introduces the appropriate teaching procedures to lead to the success of implementation of PBL in Scientific Writing class. More importantly, since PBL is both process and product oriented, writing process in the writing instruction is discussed and implemented as well.

Keywords: Project-Based Learning, Writing Skill, Scientific Writing, Research Proposal Writing

INTRODUCTION

Writing as one of the productive skills is the crucial problem for learners. It is essentially a solitary activity that writers are required to organize ideas in such a way that their ideas can be understood by readers who are not present and perhaps are not known to the writers (Byrne, 1984:5). For Indonesian learners, writing is commonly a difficult activity when it is not their habits. Teacher needs to engage learners earlier with easy and enjoyable activities, so that writing activities become a normal apart of writing classroom and present chances for learners to achieve almost instant success as well (Harmer, 2007:113). Thus, one current issue is that teachers of English as a foreign language (EFL) in Indonesia are required to build writing habit for their learners.

In EFL writing class of the university in Indonesia, the writing activities are still far from the success of teaching target. After a few semesters of assigning paragraph and essay writings in the writing courses to English Department students of the university, in fact, it is not enough for them to encounter their real issues to the success of their tasks in the next period for the graduation preparation or in job fields. The trend problem shows that the students will be encountered a crucial problem, producing a research proposal for the obligation to undergraduate thesis writing as a final project in the next semester. It might also become the challenge in their future life after graduation.

To deal with this challenge, EFL teachers in Indonesia need to employ an appropriate English teaching and learning method that should encourage students to use language with an emphasis on communicative purposes in real world settings, rather than solely focus on accuracy as in traditional instruction (Poonpon, 2012:2). Thus, the students should be encouraged to convey messages more than be concerned about grammatical rules when they use English for communicative purposes.

The current issues of the writing teaching recommend to the development of the classroom writing activities. According to Harmer (2007:112), in the teaching of writing the kind of writing and the way that is asked students to do should depend on several things, one of them, however, on their level and interests. Additionally, writing teachers are recommended to involve the students in the process of writing when the teaching purpose is writing-for-writing (Harmer, 2007:113). Similarly, Brown (2001:335) points out that focusing on the process of writing can lead to the final written products. In short, in teaching writing-for-writing, the level of students and their interests should be firstly recognized, and the writing process and product should be implemented.

The classroom of Scientific Writing course is the class to facilitate the students to get involved in writing activities. They are trained to become skillful writers on a project writing that requires students to write a research proposal. As stated in the course objective of the course syllabus, the course is particularly designed to help the students develop a research report by providing them with the knowledge of how to write research proposal/report using the technique such as note-taking, summarizing, paraphrasing, synthesizing, quoting (direct & indirect quotations), innoting, footnoting, endnoting, and referencing. (Tim Review Kurikulum, 2011).

In response to the aforementioned problem encountered by the students, therefore, Project-Based Learning (PBL) through research proposal writing should be implemented in the Scientific Writing classroom. With the power of PBL through research proposal writing, there is a hope that the students become better at writing, whatever kind of writing that might be. As mentioned by Harmer (2007:112), for the distinction of writing-for-writing in the classroom, the activity is directed at developing the students' skills as writers. Since the writing activity is purposeful to get well-prepared for writing, the implementation of PBL through research proposal writing can be applicable in the classroom.

The current theories support the implementation of PBL in the teaching of writing skill. According to Stoller in Poonpon (2012:2), implementation of PBL is oriented to both process and product. In the classroom activities students have chances to implement several skills such as problem solving, creativity, teamwork, as well as language at different work phases, so the students' works and skills are developed (Brunetti et al. in Poonpon (2012:2). Thus, when implemented PBL in writing instruction, it is suggested to be through writing process and product as well.

Why PBL used as teaching method is valuable in teaching writing because it effectively helps students improve communication and collaboration skills (Bell in Moyer, 2013:3). PBL also utilizes the communicative approach to language instruction in which students use the language to engage in meaningful tasks (Chamness & Mikulec in Moyer, 2013:4). Similarly, Masrom & Yusof (2013:21) argue that PBL is a method of language teaching which is designed to help students learn key academic content and practice variety of skills such as collaboration, communication, critical thinking, creating high quality of authentic products and presentations. Moreover, Wahyuni

(2014:194) recommends the use of PBL since it is an alternative teaching method which is required to provide student writers with knowledge and give practical skills and experiences in identifying problems and developing topics into research proposals. Therefore, in PBL students go through an extended process of inquiry in response to a complex question, problem, or challenge typically in a final project in form of producing a research proposal.

In addition, about the benefits of PBL, Prince & Felder (2006) state that it is useful for both teacher and students. PBL can allow a teacher to create projects that foster interdisciplinary learning, engaging students to get involved in writing practice (a research proposal writing), in which they have opportunities to build relationship and interaction. The teacher's role is not to direct the process of learning, but to act as a guide for the learners' own selfdirected efforts (Benson in Ke, 2010:101). Meanwhile, students can collaborate on meaningful projects that require critical thinking, creativity, and communication in order to solve complex problems. Thus, by making learning relevant to them in this way, students comprehend a purpose for mastering the content concepts and required skills in the production of a project.

In short, this paper adds to the body of work on the implementation of PBL by introducing the research proposal writing, implemented at EFL writing class in Indonesia. It deals with introducing the appropriate teaching procedures to lead to the success of implementation of PBL in Scientific Writing class. In short, the paper discusses how the project satisfied the conditions for successful PBL.

LITERATURE REVIEW

Project-Based Learning

The term "project" used in EFL context was first proposed by Fried-Booth in Ke (2010:100). He indicated that language tasks arise naturally from the project itself, "developing cumulatively in response to a basic objective, namely, the project". The project work is as involving multiskill activities which focus on a theme of interest rather than specific language tasks. Similarly, According to Hedge (2002), projects are extended tasks which usually integrated language skills by means of a number of activities. These activities combine in working towards an agreed goal and may include the following: planning; the gathering of information through reading, listening, interviewing, and observing; group discussion of the information; problem solving; oral and written reporting; and display. In the sense of implementation of Project-Based Learning (PBL) in this paper, it surely agrees with the above definition.

According to Moyer (2013:13), PBL is defined as an instructional method that can be very useful in teaching nearly any subject. PBL focuses on general concepts, thoughts, and principles of a discipline (Kalyonc & Tepecik in Moyer, 2013:13). It includes students' duties as searching, achieving information and creating a product by integrating this information in a meaningful way for the solution of the problem. It lets students work in their unique ways and build their own knowledge.

PBL has many benefits. As asserted by Moyer (2013:13), some researchers indicated that PBL promotes student-centered learning, as well as flexible thinking and problem solving. PBL has been shown to help students with learning difficulties gain benefits in the areas of motivation, academic performance and group work. Additionally, Miekley (2009) adds that the benefit of PBL for students is to connect English with problems outside the classroom. In this context, students can connect the

activities in Scientific Writing class to the problems of their next semester that is how to produce a research proposal.

PBL is an ideal method for teaching English. According to Bell in Moyer (2013:13), PBL helps students improve communication and collaboration skills. In the traditional approach to teaching foreign language students spend most of their time learning about the language. In the writing classroom students already have a vocabulary base and some abilities to communicate in the language being studied, productive skill in form of writing. PBL utilizes the communicative approach in which students use the language to engage in meaningful tasks (Chamness & Mikulec in Moyer, 2013:13). This allows students to practice and improve the writing skills they already posses.

Furthermore, Heick (2013) states that PBL is generating a great deal of activities in the world of education. In a PBL classroom, teachers present problems that students must solve together in groups. Also, teachers give students the resources or how to survey the materials they need to research concepts and apply them in a practical form. Mistakes are allowed and even expected in the course of meaningful learning. As a result, students become active rather than passive learners and build important language skill such as research proposal writing skill.

The primary characteristics of PBL summarized by Stroller in Ke (2010:100) are as follows. First, PBL focuses on content learning through language learning. Second, it is student-centered with the teacher playing a role in offering support and guidance throughout the process. Third, it is cooperative rather than competitive; students can work on their own, in small groups, or as a class to complete a project. Fourth, it leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks. Fifth, it culminates in an end product that can be shared with others. Finally, it is potentially motivating, stimulating, empowering, and challenging; students can build up confidence, self-esteem, and autonomy as well as improve their language skills, content learning, and cognitive abilities.

In addition, Simpson in Poonpon (2012) points out that PBL has a significant effect on the development of the low and medium ability groups of students. The high ability students show progress in writing. It can also enhance their learning skills (teamwork, High-order thinking and presentation skills) together with self-confidence.

In a conclusion, since PBL is potentially motivating, empowering and challenging to language learners, it usually results in building learners confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities.

Why PBL can Fit in a Scientific Writing Class

To teach English skills, typically writing skill, it needs to have the activities to lead the students to get involved in. PBL can be a very useful tool in the EFL writing classroom. Through engaging in PBL, Indonesian students can use the language skills they have already gotten. In this context, PBL implemented in the Scientific Writing classroom is to encourage students to apply their language skills and knowledge to complete a task, a final project in form of producing a research proposal.

PBL is a flexible teaching activity that can be part of the lecture activities in the Scientific Writing class with any possible arguments. First, there would be a clear connection between the skills students were learning in the classroom and the world outside classroom (Miekley, 2009). It means that there is a useful a relationship between

the skills students were learning such as research proposal writing skill and the real problem referring to the obligation to undergraduate thesis writing and other relevant problems of their jobs after graduation.

Second, PBL proves to the students that imagination and creativity are connected to research and expository writing. Here is the activity that hits all the major elements of the higher level of Bloom's Taxonomy: analysis, evaluation, and creation. By allowing the students to choose the format of their own topics what they know, the quality of the final project is tremendous (Edutopia, 2012). As a result, the students could develop projects individualized, unique, and specific from each other.

Third, a final project to write a research proposal for undergraduate thesis is the students' scientific work written based on research on any provided fields of students' interest. It would be surely expected to yield contributing results to the development of science and technology (Wahyuni, 2014:193).

In addition, the project would combine a series of writing tasks that had been previously completed in a number of different assignments in the several courses. The students would continue to survey materials, to start writing by note-taking and summarizing, paraphrasing, synthesizing, quoting, and referencing, and to describe by conferencing, and they would also revise and edit, and prepare to present to be a final version, so all of these tasks would be connected (Edutopia, 2012). Thus, it requires use of the entire writing process from brainstorming through revision, editing, and final draft regardless of the genres picked and the topic chosen.

Finally, PBL could be more flexible. It allows room for the teachers to add their own pieces or combine it with other instructional techniques or strategies such as combining it with research proposal writing. PBL fits in this writing class since it is fully integrated. It means that the project is used throughout the schedule of the Scientific Writing class. The students might do their project works throughout the entire day. So, they could write to describe learning experiences, create a research proposal as a final product, and reflect on their project works.

Steps in Implementing PBL through Research Proposal Writing

To implement PBL through research proposal writing, it follows the structure of a project that can be roughly separated into parts – process and product writing (Stoller in Poonpon, 2012:2). The two parts represent the opportunities to use several skills such as problem-solving, creativity, teamwork, as well as language at different work stages, so the work and language skills are developed (Brunetti et al. in Poonpon, 2012:2). To be more practiced, the process of writing such as planning, drafting, reviewing, and editing as suggested by Harmer (2007:113) should be implemented in writing research proposal as a project. At the end of stage it is produced a research proposal as the final product of the process of research proposal writing as a project-based learning in Scientific Writing classroom.

The followings are the steps to implementing PBL through research proposal writing that can be described into pre-teaching, whilst-teaching, and post-teaching activities.

Pre-teaching Activities

1. Prepare the teaching materials for scientific writing (see the Core Materials in the Appendix 1) for planning activities.
2. Introduce the project and divide the students into groups.

Whilst-teaching Activities

3. Discuss problems that will be encountered by the students and what needed to be done about these problems. For example, in the next semester the student will be required to produce a research proposal for the requirement of undergraduate graduation. Therefore, the student should solve this problem.
4. Ask the students to discuss the problem and how to solve the problem in their own groups.
5. Ask the students to do a project that can be accomplished by the end of the Scientific Writing classroom. It is, individually, to write a research proposal based on the topic of their interest as the project-based learning.
6. Ask the students to write first draft of their proposal as drafting activities. To do so, they are assigned to do this project using several ways that have been discussed in the previous meetings such as surveying material, note-taking and summarizing, paraphrasing, synthesizing, quoting, and referencing.
7. Ask the students to have conference before their own groups for the first reviewing activities. Peer response technique is implemented in this step. When peer response activities are implemented, it is equipped with *The Guideline for Peer Response Activities (for Research-Proposal Writing)* as shown in the Appendix 2.
8. For editing activities, have the students revise and edit their proposals. The revision on the proposal should be based on their peers' responses, feedbacks, comments, or suggestions which are in form of written feedbacks.
9. Have the students individually present (oral presentation) the second draft of their proposals before the class for the second reviewing.
10. Ask the students to give responses, comments, or suggestions on the peers' works as peer feedbacks in form of oral feedbacks. The feedback should refer to the theory discussed in the previous meetings on how to write a research proposal.
11. Give responses, comments, or suggestions on the students' works when they are presenting their works as the teacher feedback in form of both oral and written feedbacks.
12. Based on the peers' and teacher's responses, comments, suggestions, or feedbacks, the students are required to revise and edit their works.

Post-teaching Activities

13. Based on the revision on the second draft, ask the students to rewrite their works to be the final products as the final version of their research proposals.
14. Review and reflection of the writing process by discussing the results of the writing products.

CONCLUSION

This paper has shown what a Project-Based Learning (PBL) is and how it can be implemented in the Scientific Writing classroom. With the implementation of PBL through research proposal writing, the students are assigned to produce their research proposals as the requirement for the obligation to undergraduate thesis writing. It can hopefully help them to get well-prepared for the graduation. The PBL as a teaching

method of writing skill belongs to the long-term type, and the students are demanded to work collaboratively by implementing several skills such as problem solving, creativity, teamwork, critical thinking, and communication to create the research proposal as a final project. When the students have been familiar with this activity, they might be assigned to produce other projects such as their undergraduate theses and the projects related with their future jobs. The implementation of PBL via research proposal writing in Scientific Writing class may be done by following the process of planning, drafting, first reviewing (revising and editing), second reviewing (revising and editing), and publishing. Therefore, to produce high quality of the authentic products typically research proposal/thesis proposal, it should be through those writing processes. In this case, the teacher's role is to be a facilitator acting as a guide for the students' own self-directed efforts to be better at writing.

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Appendix 1: Core Materials of Scientific Writing Course

The core materials of Scientific Writing course are based on the course syllabus that can be described in the course outline. The required book for the course is, *Study Skills for Academic Writing (Student's Book)* written by Trzeciak & Mackay (1998). Meanwhile, the recommended books used are from other relevant references. Generally, the core materials for a discussion refer to the theory how to write a research proposal. They cover:

1. Surveying material
2. Note-taking and summarizing
3. Paraphrasing
4. Synthesizing from difference sources
5. Quotation
6. Innoting
7. Footnoting
8. Endnoting
9. Referencing
10. Review of the structure research proposal: background of the study, statement of the problem of the study, objective of the study, significance of the study, hypotheses (if any), variable of the study, definition of key terms, literature review, research design, instrumentation, data collection and analysis techniques, and references.
11. Choosing a topic and collecting data

Appendix 2: Guideline for Peer Response Activities (for Research-Proposal Writing)

Writer : _____
Reviewer : _____

Answer the questions (yes or no) and give responses /feedbacks/ comments/ suggestions.

1. Does the research proposal reflect the writer's topic of interest?
   Comments/suggestions:
2. Is the research proposal written based on the structure outline of quantitative or qualitative approach?
   Comments/suggestions:
3. Is the title page included? And does the title reflect research area?
   Comments/suggestions:
4. Are the pages numbered?
   Comments/suggestions:
5. Does the space use doubled spacing with Times New Roman font of size 12?
   Comments/suggestions:

6. Does the writing use language properly (using passive voice and present/future tense)?
   Comments/suggestions:
7. Is the rationale of the research clearly stated in background?
   Comments/suggestions:
8. Is/are the objective(s) of the research clearly stated and achievable?
   Comments/suggestions:

9. Is/are the hypothesis(es) (if any) listed appropriately?
   Comments/suggestions:
10. Does the background information provided relate to the research area of English with proper citation?
    Comments/suggestions:
11. Does the writer report the sources using summarizing?
    Comments/suggestions:
12. Does the writer report the sources using paraphrasing?
    Comments/suggestions:
13. Does the writer report the sources using synthesizing?
    Comments/suggestions:
14. Does the writer quote the sources using direct quotation?
    Comments/suggestions:
15. Does the writer quote the sources using indirect quotation?
    Comments/suggestions:
16. Does the writer report the sources using indirect quotation with footnoting?
    Comments/suggestions:
17. Does the writer report the sources using direct quotation with footnoting?
    Comments/suggestions:
18. Does the research proposal use research design properly?
    Comments/suggestions:
19. Are the references at least 10 ones cited from various sources in the 5 last years?
    Comments/suggestions:
20. Are the references cited according to APA format and arranged in alphabetical order?
    Comments/suggestions:

Designing Curriculum for English Language Teaching Based on EFL Learners TOEFL Exam Result

M. Fadhly Farhy Abbas
University of Lancang Kuning, Indonesia
farhy2@gmail.com

ABSTRACT

English as Foreign Language (EFL) learners at English Education Department in Indonesia are highly expected to take Test of English as a Foreign Language (TOEFL) or other English Proficiency Test as one of requirements to attend thesis examination. The result of the learners' test can be used as positive contribution toward the development of curriculum design of English Language Teaching (ELT) at English Education Department in Indonesia. Therefore, it needs a study to explore and analyze how well the learners' ability in taking TOEFL exam. This study aims at investigating the learners' ability in taking TOEFL exam, especially in answering structure and written expression section. Quantitative method employed in this study. The research design used was descriptive quantitative. This study was conducted on May 2015 at University of Lancang Kuning, Indonesia. There were 17 learners elected as sample of this study. Furthermore, the learners' score was calculated by using converted score and its formula, then the scores categorized into some levels. The result showed that the learners' ability in taking TOEFL was mostly categorized into ***Extremely Limited User*** *level. The learners' ability in answering structure and written expression section was also low. Therefore, it is suggested for Head of English Education Department in Indonesia to give an extra preparation of grammatical mastery for the learners. As a result, this preparation can ease the learners in answering structure and written expression section in TOEFL. In addition, TOEFL can be effectively integrated in curriculum of English Language Teaching.*

Keywords: TOEFL, structure and written expression section, curriculum design, English Language Teaching, English Education Department.

1. INTRODUCTION

Test of English as a Foreign Language (TOEFL) is a test used to measure English ability of foreigners in which English is not their mother tongue (Philips, 2000:xiii). According to Educational Testing Service (1997:11), the TOEFL program encourages use of the test scores by an institution or organization to help make valid decisions concerning English language proficiency in terms of its own requirements. Therefore, the use of the test score is already applied in most universities in Indonesia, especially in Pekanbaru-Riau.

University of Lancang Kuning (hereafter UNILAK), especially English Education Department, Faculty of Teachers Training and Education uses TOEFL score as one of requirements to attend thesis or comprehensive examination. It means that, every single learner or student at the fourth year should achieve 450 as minimum score

of TOEFL determined by the faculty. The test score will describe the level of English ability of the test taker.

One of the sections or parts in TOEFL is structure and written expression section. In this section, the test takers are given some questions related to grammatical mastery. Therefore, the test takers are intended to have good ability in grammar in order to ease them in answering some questions about it. The more understanding the test takers have in grammar, the better result they will get in answering some questions of it.

Based on this explanation, the writer interested to conduct research in order to analyze the learners' ability in answering structure and written expression section in TOEFL. The result of the learners test will be useful for the curriculum development of English Language Teaching (ELT) at English Education Department in Indonesia.

1.1 Research Question

The research question of this study can be formulated as follows: How is the learners ability in answering structure and written expression section in TOEFL?

1.2 Objective of the Study

This study aims at analyzing the learners' ability in answering structure and written expression section in TOEFL.

1.3 Significance of the Study

This research is expected to be useful especially for: English Department, lecturers, learners, the writer as a researcher, and future researchers.

1. English Department

   The result of TOEFL taken by the learners can be used as one of considerations to design a new curriculum.
2. Lecturers

   The lecturers can get clear picture of the learners' ability in answering structure and written expression section in TOEFL.
3. Learners

   The learners can get a reflection of their ability in answering structure and written expression section in TOEFL.
4. The writer as a researcher

   By doing this study, it can improve the knowledge about research and TOEFL.
5. Future researchers

   The references used in this study can be used by the next researchers to conduct further study.

2. LITERATURE REVIEW

2.1 Definition, Kinds, and Section in TOEFL

TOEFL is a test which is used to measure someone ability in using English. English ability means here covers: ability in listening some conversations uttered by native speaker through recording format, ability in using correct structure of English language, and ability in reading English texts.

In www.ets.org, Educational Testing Service (ETS) states that there are 2 kinds of TOEFL covering TOEFL IBT (Internet Based Test) and TOEFL PBT (Paper Based Test). There are 4 sections stated in TOEFL IBT such as: listening, speaking, reading, and writing. The score of TOEFL IBT is about 0-120, the score in each section is about

0-30. Then, TOEFL PBT has 3 sections covering listening comprehension (section 1), structure and written expression (section 2), and reading comprehension (section 3). The score range of TOEFL PBT is about 217-677. It means that, the standard of TOEFL score determined by English Education Department in Indonesia in line with the format format of TOEFL PBT. Therefore, the format used in this study is TOEFL PBT.

2.2 The Format of TOEFL PBT

Pyle and Page (2002:3) explain that the format of TOEFL PBT consist of 3 sections, they are: listening comprehension, structure and written expression, and Reading comprehension section. Each section has different number of questions and time allocation: listening comprehension section consisting of 50 questions with 30 minutes length, structure and written expression section covering 40 questions with 25 minutes length, and reading comprehension section consisting of 50 questions with 55 minutes length. So, the total number of questions in TOEFL PBT are 140 questions with 110 minutes length.

2.3 Scoring Guideline of TOEFL PBT

According to Philips (2000:394-395), scoring guideline and convertion of TOEFL PBT based on correct answer can be explained as follows:

1. Count the total of correct answer in every section
2. Convert all correct answer by looking at table of converted score
3. Multiple all the result of score convertion, times 10 and divided by 3.

By using these scoring guideline, the final score of TOEFL PBT can be obtained. For further information, it can be explained with this example: a test taker correct answer in section 1 is 30 and the converted score is 51, correct answer in Section 2 is 28 and the converted score is 52, and correct answer in Section 3 is 43 and the converted score is 58. So, the final score is 536 as seen in the calculation below.

$$\frac{51 + 52 + 58}{3} \times 10 = \frac{161}{3} \times 10 = 536$$

Moreover, the converted score of TOEFL PBT can be seen at Table 2.1 below.

Table 2.1: The Correct Answer and Its Converted Score of TOEFL PBT

Correct Answer	Converted Score of Section 1	Converted Score of Section 2	Converted Score of Section 3
50	68	-	67
49	67	-	66
48	66	-	65
47	65	-	63
46	63	-	61
45	62	-	60
44	61	-	59
43	60	-	58
42	59	-	57
41	58	-	56
40	57	68	55
39	57	67	54

38	56	65	54
37	55	63	53
36	54	61	52
35	54	60	52
34	53	58	51
33	52	57	50
32	52	56	49
31	51	55	48
30	51	54	48
29	50	53	47
28	49	52	46
27	49	51	46
26	48	50	45
25	48	49	44
24	47	48	43
23	47	47	43
22	46	46	42
21	45	45	41
20	45	44	40
19	44	43	39
18	43	42	38
17	42	41	37
16	41	40	36
15	41	40	35
14	37	38	34
13	38	37	32
12	37	36	31
11	35	35	30
10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	27
6	30	26	26
5	29	25	25
4	28	23	24
3	27	22	23
2	26	21	23
1	25	20	22
0	24	20	21

(Adopted from Philips, 2000:394-395)

2.4 Final Score Level of TOEFL PBT

According to ETS in www.ets.org, the final score of TOEFL PBT obtained by the test taker can be categorized into some levels. These levels can be described below.

1. Less than 400 (Non User)

In this score, the test takers are not able to use English in every context, situation, or topic.

2. 400-449 (Extremely Limited User)

The test takers who obtained this score are sufficient enough to communicate with basic level. Morever, the test takers are helped by interlocutor.

3. 450-489 (Marginal User)

In this score, the test takers are able to use basic English such as short sentences in a famliar context, situation, or topic**.**

4. 490-529 (Modest User)

The test takers with this score are able to understand the message in general, but specifically it is not clear yet due to some mistakes made by them.

5. 530-559 (Competent User)

In this score, the test takers are able to use English both oral and written in every kinds of context, situation, or topic, event though there are few mistakes happened.

6. 560-609 (Good User)

The test takers with this score are able to use English both oral or written effectively in every kinds of context, situation, or topic with very little mistakes.

7. 610-644 (Perfect User)

In this score, the test takers with this score are able to use English both oral or written effectively in every kinds of context, situation, or topic.

8. 645-670 Native Speaker like User

The test takers with this score are able to use English like a native speaker of English language.

3. METHODOLOGY

3.1 Research Design

The research design used in this study was descriptive quantitative. In this study, the researcher described data descriptively and analyzed it quantitatively by using scoring guideline, formula, and statistical computation.

3.2 Setting of the Study

The setting of this study was at English Education Department Faculty of Teachers Training and Education University of Lancang Kuning Pekanbaru, Riau Province, Indonesia.

3.3 Population and Sample

The population of this study were 113 learners. Moreover, the detail information about population of this research can be seen at Table 3.1 below.

Table 3.1: Population of the Study

No	Grade	Population
1	VII A	22
2	VII B	25
3	VII C	23
4	VII D	25
5	VII E	18
Total		**113 learners**

From the total of population above, the researcher took 15% sample (17 learners). According to Arikunto (2007:134), if total population are more than 100, the sample can be elected 10-15 % or 20-25% or more than that. In addition, the sampling technique used in this study was **simple random sampling**. This technique focused on how to take sample randomly without looking at the learners level of ability (Sugiyono, 2011:118). Moreover, the procedures of this study are as follow.

1. The researcher prepare the TOEFL exam for the learners.
2. The researcher analyzed the learners' ability in taking TOEFL PBT, especially in structure and written expression section.
3. The researcher concluded the learners' ability in answering structure and written expression section in TOEFL.

Furthermore, the procedures of this study can also be seen at Figure 3.1 below.

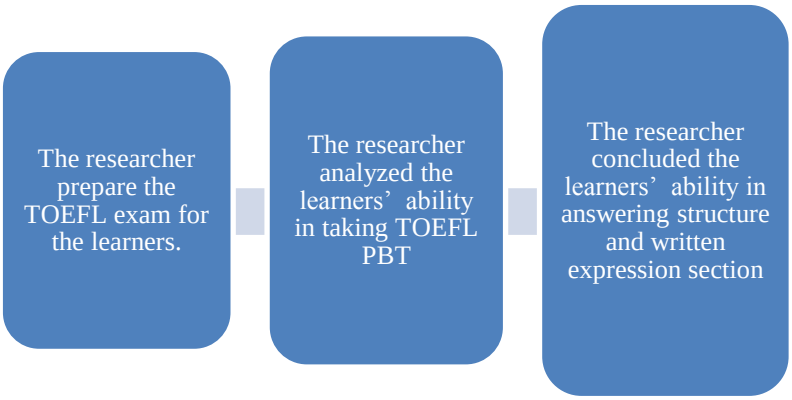

Figure 3.1: Procedures of the study

3.4 Technique of Collecting Data

In this study, the writer as a researcher collected the data by using test. The test used was in line with the TOEFL PBT format. Then, the learners as the samples of the study were asked to answer all questions existed in the test. After that, the researcher analyzed the learners' ability in answering the test, especially in structure and written expression section.

3.5 Technique of Analyzing the Data

The data which has been collected through the test was analyzed by using scoring guideline or converted score of TOEFL PBT. Then, the learners' final scores were categorized by using score level of TOEFL PBT derived from Educational Testing Service (ETS) in the website www.ets.org.

4 FINDINGS AND DISCUSSION

4.1 Findings

In accordance with the data gained in this study, it can be stated that the learners' result in answering TOEFL exam was categorized into **Extremely Limited User level**. It was because most learners got score below 450. It meant that, the learners scores were below the minimum score determined by the English Education Department. Moreover, the learners' ability in answering structure and written expression section was low. Most learners could not answer the questions correctly. Additionally, the learners score in TOEFL can be seen at Table 4.1 below.

Table 4.1: The Learners' TOEFL Score

Learners	Score	Level
1	423	Extremely limited user
2	413	Extremely limited user
3	398	Non user
4	409	Extremely limited user
5	408	Extremely limited user
6	509	Modest user
7	563	Modest user
8	403	Extremely limited user
9	369	Non user
10	403	Extremely limited user
11	451	Marginal user
12	449	Extremely limited user
13	411	Extremely limited user
14	421	Extremely limited user
15	399	Non user
16	385	Non user
17	398	Non user

From the Table 4.1 above, it can be seen that 9 learners got the score in **extremely limited user level,** 5 learners got the score in **non user level,** 2 learners got the score in **modest user level,** and 1 learner got the score **in marginal user.** It meant that, the learners who achieved the score in **extremely limited user level** were greater than the other levels. It can be mentioned that most learners' ability in taking TOEFL was categorized into **extremely limited user level**. It was also caused by low ability in answering structure and written expression section. Additionally, the learners' level of ability in taking the test can be seen at Diagram 4.1 below.

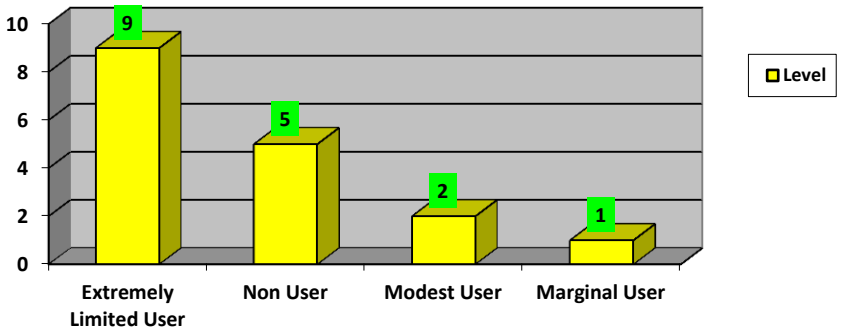

Diagram 4.1: Learners' Level of Ability in the Test

The Diagram 4.1 above showed that the extremely limited user level was greater in number achieved by the learners than non user level, modest user level, and marginal user level. Furthermore, marginal user level was the fewest in number achieved by the learners of other levels. Therefore, it can be mentioned that most learners ability in taking TOEFL was categorized into extremely limited user level. Moreover, the learners' score in structure and written expression section of TOEFL can be seen at Table 4.2 below.

Table 4.2: The Learners' Score in Structure and Written Expression Section of TOEFL PBT

Learners	Correct Answer	Score
1	18	42
2	16	40
3	8	29
4	13	37
5	12	36
6	30	54
7	37	63
8	10	33
9	5	25
10	10	33
11	26	50
12	19	43
13	15	40
14	17	41
15	9	31
16	7	27
17	8	29

The Table 4.2 above showed that the learner 7 achieved the highest score than others. From 40 questions of structure and written expression available, the learner 7 obtained 37 correct answer. Then, another learner who achieved good score was the learner 6. This learner obtained 30 correct answer. In other words, from 17 learners taken the test, only these two learners achieved very good score. However, the other

learners score were still low. In addition, the learners score in structure and written expression of TOEFL PBT can also be presented in the Diagram 4.2 below.

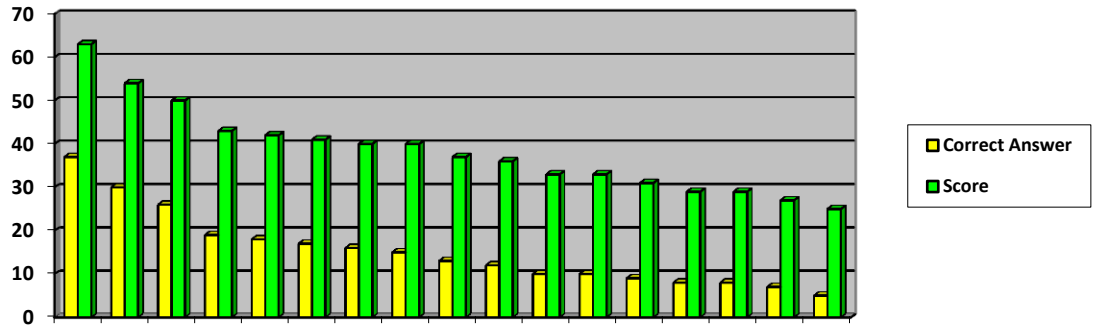

Diagram 4.2: The Learners Score and Correct Answer in Structure and Written Expression Section of TOEFL PBT

The Figure 4.2 showed that the highest score in structure and written expression section in TOEFL PBT was achieved by the first two learners. Meanwhile, the other learners obtained the lower score than the first two learners. It meant that, the learners' ability in answering structure and written expression section in TOEFL PBT was categorized into low level ability.

4.2 Discussion

In relation to the findings of this study, it can be generally mentioned that the learners' ability in taking TOEFL PBT was in low level and categorized into **extremely limited user level**. Specifically, the learners' ability in answering structure and written expression section was also in low ability. There were only 2 learners could answer the questions well, meanwhile the other learners were not able to answer it well. Most the learners felt difficult in answering questions related to grammatical mastery**.** It meant that the learners' grammatical mastery was also low. By having this study, it needs an effort or program to cover the learners' difficulties in answering TOEFL especially in structure and written expression section. Therefore, through that effort or program, the learners can answer the question in TOEFL easily and correctly, especially the questions in structure and written expression section.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings obtained from this study, it can be concluded that the learners' ability in answering structure and written expression section is in low level. In general, the learners' ability in taking TOEFL was categorized into **Extremely Limited User level** and below minimum standard score determinded by the English Education Department.

5.2 Suggestion

In line with the findings of the study, there are some suggestion addressed especially for :

1. Head of English Department

The result of TOEFL taken by the learners can be used as one of considerations to design a new curriculum.

2. Lecturers

The lecturers can obtain the learners' ability in answering structure and written expression section in TOEFL.

3. Learners

The learners can get a reflection on their ability in answering number of questions in TOEFL.

4. The writer as a researcher

By having this study, it can improve the knowledge about research and TOEFL.

5. The future researchers

The finding and references of this study can be used as one of the references to conduct further research.

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Infusing Local Culture in EFL Teaching Material: How a Teacher Integrates The Islamic Culture and How Students Perceive The Materials

Deby Irawan
Indonesia University of Education
debyirawan@outlook.com

English language teaching in Islamic institution recently become a raising issue in Indonesia. Facing the fact that most of the target language culture are in confliction with Islamic values, the awareness of providing Islamic culture friendly TEFL materials come to the age. However, the practice is far from perfection. As aiming to reveal one teacher practice of infusing Islamic culture in EFL teaching materials in the context of pesantren or madrasah and the students' perception of the materials, this study come into a conclusion. It should be confessed that the local culture integration practice in EFL teaching material is vary and still become a dilemma nowadays. The students' culture cannot only be understood in general, but need to be analyzed specifically. It is suggested for the teacher and the institution to restate their intention in integrating culture, and conducting a development project to compile one-stop materials considering the institution characteristics.

INTRODUCTION

Teachers' position in teaching and learning activity is as the negotiator between the materials and the students (McGrath, 2002). The implication on material selection process is that teachers must consider the students' needs and characteristic in selecting the materials. The phenomenon in Indonesia is that most of the teachers are not aware of their position as the negotiator. They simply follow the published syllabus and the provided material from the government without any adjustment to the students.

Language is culture bound (Spolsky, 1989). Learning a language means learning the culture as well. In the other words, language is learned in social context. This statement implies that if we want to learn English, we need to learn it in the target language cultural context. The problem is that some studies show that teaching English with their target language culture seems to be ineffective since the students have no sufficient knowledge about the culture and hinder their comprehension (Davoudi, 2014; Ding & Teo, 2013; Erten & Razi, 2009; Facke, 2003; Fatemi, Montazerinia, Shirazian, & Atarodi, 2014; Gilakjani & Ahmadi, 2011; Grath-McCullough, 2008; Hayati, 2009; Ibrahim, 2013; Lin, 2004; Royani, 2013; Tavakoli, Shirinbakhsh, & Rezazadeh, 2013; Wandel, 2003; Yousef, Karimi, & Janfeshan, 2014). The consideration lays on the concern of that students will only learn the content rather than the language itself. The learning process will only took place if the knowledge being taught to the students has a connection with their prior knowledge and meaningful for them, in this case is related to their surroundings (Nunan, 1999). In second language acquisition perspective, an input will be meaningful if the students are giving their attention to the input as it being taught explicitly (Schmidt in De Bot, Lowie, & Vesrpoor, 2005). When the students are familiar with the content or topic as the medium of the language teaching, they will not be burden to understand the content instead of use is as the medium of learning the

language form and function in a same time. In addition, in the context of character building which has become the objective of Indonesian education, an acceptable culture is a must (Faris, 2015). It means that Indonesian teacher are not allowed to simply use the target language culture content, but are needed to accommodate the local culture in teaching English as foreign language.

This study is contributing on the issue of local culture inducement in EFL teaching material, especially in the field of Islamic culture which rarely being touch. The motive of the units of analysis selection is because Indonesia has many Islamic schools so called *madrasah* and *pesantren* which teach English to their students. Hence, it is intended to show about how an Indonesian Islamic boarding school teacher teach English with Islamic culture and to reveal the students' perception of the materials.

Some studies report that teaching English in Islamic institution tend to raise a tension due to the institution perception on the ideology of English language and its culture (See Fahrudin, 2012; Rohmah, 2012; Tantri, 2013). The culture of English inner circle is seen as against the practice of Islamic institution. Diminishing that tension, list of adapted materials of ELT are proposed. The materials are needed to contain local cultural aspect, in this case in Islamic culture, which have been negotiated by employing intercultural consideration. Sort of materials' sources are discussed in theoretical framework.

In the preliminary study at one of Islamic boarding schools in Nagreg, the researcher found that one of the teachers negotiated Islamic culture in the EFL teaching material. The teacher stated that it was part of the school missions to integrate Islamic culture in teaching process. Even if some studies already reported the benefit of intercultural aspect in selecting teaching materials, the process behind the selection especially the one that related to Islamic culture is rarely being exposed. Therefore this study has its position in contributing to the issue of local culture negotiation in TEFL materials.

Related to the arisen problem above, the researcher formulates two research questions as stated as follow.

1. How does the teacher integrate Islamic culture in the EFL teaching materials?
2. What is the students' perception of the materials?

Avoiding misinterpretation, some key terms are need to be defined clearly. There are some key terms namely teaching materials and culture.

Teaching materials are anything which can be used by the teacher or learners to facilitate the process of teaching and learning a language (Richards & Schmidt, 2002). In this research, teaching materials refer to the materials chosen by the EFL class teacher to teach his student which contain Islamic culture.

Culture is set of practices, codes, habits, custom, and values that mark a particular nation or group (Merry, 2007; Richards & Schmidt, 2002). In brief, culture is a way of seeing and believing. In this research, culture refers to Islamic culture that are taught along the with the EFL material by the teacher in the classroom as the mandatory of the institution. The Islamic culture is included any attribute, places, customs, figures, and history related to Islam civilization.

THEORETICAL FRAMEWORK

Language and culture

Language is an unseparated entities with culture. Since it is a social mechanism, language are learned in social context (Spolsky, 1989). In classroom setting, pedagogical action needs to consider and sensitive to the cultural and environment context in which teaching take place (Nunan, 1999). Teachers in negotiating how and what to be taught must consider the students characteristic. Burns and Joyce (in Nunan, 1999) identify three set of factors that may cause a reluctant on the part of students participation in classroom activity. One of them is the culture. It is stated that cultural knowledge take a part in students comprehension as reported by Steffensen (in Nunan, 1999). He comes to a conclusion that reading material which contain the students culture will be comprehended better that the one that content an unfamiliar cultural content. Part of the cultural background is the students' prior education experience (O'Malley & Chamot, 1995).

The dilemmas between global and local content in EFL teaching and learning are arisen rapidly. The issues related to culture are emerge since English become a lingua franca. One of them is the paradigm shift in the teaching and learning of English (Kachru, 2005). Teachers now must aware of complexity issues of context, cultures, identities, etc. involved in the development of world English. In this term, English literatures are needed to be contextualized based the region culture where English is taught (Kachru & Smith, 2008), or in the other word known as 'cultural literacy' (Breidbach, 2003). Teaching English by this way allows students to learn English without any fear of losing their cultural identity, but at the same time become capable to use different languages (Janssen, 1999 in Breidbach, 2003). Beside the comprehension consideration, learners' social and cultural milieu also determine the extent to which they hold positive attitude towards the learning situation (Ellis, 1996).

Another issue related to English as lingua franca is dealing with the purpose of the TEFL, whether it related to global or local purpose (Mahboob & Tilakaratna, 2012). In determining the purpose, the policy makers still need to consult with the local expert to make it contextual with the existing conditions and demands. This effort will lead to the best practices which not being seen as odd matters in the local society. When the program is suit the local context, the public will receive it and the practitioner or other stakeholders can implement it successfully. Of course the adjustment according to the context will lead to content adjustment, specifically in the cultural theme (Kachru & Smith, 2008).

Research on culture in TEFL

Some studies related to the infusing of local culture have been done. They believe that language learning cannot be detached from the cultural context. They also argued that the best way to teach English is by exposing the students to intercultural aspects (Al-Jadidi, 2009; Al-Khayyat, 2010; Ho, 2009; Turvey, Yandell, & Ali, 2012) by means of learning English in contextualized to local culture while still preserving some of the target language culture. It is supported Sybing (2011) who affirm that the native culture of English cannot be separated from its language even if English has become lingua franca. Other researchers argue that the urgency of intercultural aspect is to foster tolerance (Abdollahi-Guilani, Yasin, Hua, & Aghaei, 2012; Al-Jadidi, 2009; Turvey et al., 2012). Meanwhile, other researchers found that intercultural application

also support learners' comprehension (Davoudi, 2014; Ding & Teo, 2013; Erten & Razi, 2009; Facke, 2003; Fatemi et al., 2014; Gilakjani & Ahmadi, 2011; Grath-McCullough, 2008; Hayati, 2009; Ibrahim, 2013; Lin, 2004; Royani, 2013; Tavakoli et al., 2013; Wandel, 2003; Yousef et al., 2014) and learning motivation (Fatemi et al., 2014; Liton, 2012; Nemati, Marzban, & Maleki, 2014; Rowsell, Sztainbok, & Blaney, 2007). When students are dealing with a new information, they tend to recognize the aspect of the materials that correspond to their own constructions.

Students' comprehension as the result of 'nativized' materials is not always followed by positive attitude. A study found that the materials were contextualized based on their cultural background lead to negative attitude of the students even when their comprehension is better (Tavakoli et al., 2013). They argued that it was not interesting to learn something that they have already known. The students expect to have a new knowledge in the learning process. However, the other still see the materials in a positive position as fostering their understanding.

Even if it is not always, EFL teaching and learning in Indonesia sometimes affected by the cultural issues in negative ways. Local culture and western culture seem to be at crossroad (Tantri, 2013). Even so, some teachers try to make a difference. Prastiwi (2013) found that some teachers in Indonesia have applied the intercultural practices. It have been done by using Indonesian traditional English translated folktales in teaching English. It is stated that the application was the local government policy to integrate local culture in education system. This practices are found serving dual purposes; supporting the mastery on target language while also enabling teachers to fulfill their obligation. In addition, Faris (2015) argues that to support the Indonesian education system which emphasize the character buildings, the acceptable culture in the textbook or any other material used in teaching is become a prerequisite.

Islamic Culture in TEFL Materials

Pesantren is the oldest concept of Islamic education institution in Indonesia. It has become the strongest Islamic institution and the center of Islamic development and propagation in Indonesia (Fahrudin, 2012). There are three dilemmatic condition which become the reason of why EFL teaching and learning in *pesantren* barely received. First, English teaching ideology is assumed as inner circle perspective. Second, the ideology of foreign culture teaching in *pesantren* and the third is the transcultural flow against *pesantren's* value (Tantri, 2013). This dilemmas is actually not only faced by Indonesian Islamic education institution only, but also in other countries where Islam is the nature of the society (see Charise, 2007; Ding & Teo, 2013). The demands of Islamic culture to dominate the ideological content in the EFL teaching materials are considered to be crucial in facilitating learners to mastering English while preserving their culture.

In order to diminish those conflicts, EFL teaching and learning materials in *pesantren* should be selectively built and developed according to *pesantren's* perspective (Fahrudin, 2012; Rohmah, 2012). Some techniques of integrating Islamic value are suggested. Those are by using English course-books which tailored with Islamic messages, using authentic material that contain Islamic messages, using supplementary material provided by ELTIS team (Rohmah, 2012), or using 'nativized' version of materials (Erten & Razi, 2009; Tavakoli et al., 2013). These suggestions of course requiring more effort and professional skill to assess and develop the best material based on the culture (Nemati et al., 2014).

From all the theories and recent studies previously mentioned, intercultural concept is considered as the most suitable framework in developing EFL teaching material in Indonesia. While teaching English with its culture, the existence of local culture is considered as a must. Especially in *pesantren* institution, the English inner circle countries' culture content on the materials can be adjusted flexibly referring to the *pesantren* value for the sake of defending the students' ideology. In 'nativize' the materials, teacher also consider the learners' perception of the materials. The main objective of negotiating the local value is to foster their comprehension and character building, not to ruin their expectation of the learning process. It also can be means that leaning the target language can act as the medium of leaning the students' culture rather than associating with the target language culture. This materials negotiation requires a well experienced teacher with a good analysis skill to assess the situation.

METHOD

Research design

The research questions were answered qualitatively by using case study method. The method suits the research questions since they are investigating process (Maxwell in Malik & Hamied, 2014). The units of analysis in this study are the Islamic culture in EFL teaching material and the students' perception of the material.

Participant and research site

The participants were chosen purposively, which is the typical sampling technique of qualitative research (Malik & Hamied, 2014). The information related to the teacher was collected from the preliminary study which identified some teachers who integrating Islamic culture in their teaching practice. The teacher was selected since he is already known as integrating Islamic culture in his teaching materials. The other participants were 23 students of grade XI. They were chosen since they were the students of the English teacher being studied in this study.

The research site is one Islamic boarding school in Nagreg. The school was chosen since it was an Islamic boarding school and a *pesantren* where the setting of the research might be fulfilled. This setting is become the pushing power for the teacher to infuse the Islamic culture in EFL teaching.

Data collection procedures

The data related to the process of infusing the Islamic culture were collected through classroom observation and document analysis. Member checking process were utilized by conducting semi-structured interview with the subjects. Furthermore, the data related to the students' perception of the materials were collected through a group interview.

There are considerations in utilizing classroom observation and document analysis to collect the data answering the first research question. The utilization of classroom observation was needed since teachers are expected to show and utilize Islamic culture in the EFL teaching and learning classroom activity. Meanwhile, the document analysis was needed to extract the culture in the material being used in the teaching and learning activity, for example is the reading material and topic selection in the lesson. After the data is collected from those two data collection procedures, member checking need to be done to clarify what the researcher found by interviewing the teachers. It was necessary because sometimes what they "say" is different with what

they "do" (Malik & Hamied, 2014). In the other terms, it is a triangulation process. The interview was also utilized to dig more information related to the teacher strategy in infusing Islamic culture in the EFL teaching materials.

Classroom observation were done several time by attending the subject's classroom teaching practice. This data collection procedure follows the steps from Malik & Hamied, (2014). In the first step, the researcher entered the participant actual setting of teaching, without any assumption in mind and without any manipulation on the classroom activities. Second, as the classroom activity in start, the researcher took notes of what happen in the situation. In The researcher was using an observation schemes and selected two main features related to the needed data (Nunan, 1992). The format of the observation sheet was adapted from usscience.edu. Third, the researcher listed some data needed for the study including date and topic on each observation. In this step, the writer also wrote the comments related to the data. Forth, the researcher listed the keywords related to the observation as well as the insight and or question after each observation. Fifth, for a better organization, each data were numbered as needed.

The data collected through classroom observation sheet and document analysis are subject to member checking process. This procedure was focusing on clarifying the phenomenon seen the classroom and document analysis result. The interview used stimulating recall technique (See Nunan, 1992, p. 94) by using the data from the observation and data analysis as the information being checked.

The interview is conducted after the data to answer the first research question was collected. The interview was focus group unstructured interview. The reason of the use of unstructured interview is to make the interview more like a casual conversation with the students (Gay, Mills, & Airasian, 2009). The use of focus group design interview also has another reason. It was intended to "collect shared understanding from several individual as to get views from specific people" (Gay et al., 2009, p. 372). The main question was developed from the previous research findings related to students' perception of 'nativized' materials.

Data analysis procedure

The data collected from the data collection procedure were analyzed as a whole. Each of the data will be analyzed simultaneously for each research question. The first research question was answered through analyzing the data collected from classroom observation, document analysis, and the member checking interview results. Then for the second research question, it was answered by analyzing the result of students' answers for the questionnaire.

The data collected from the classroom observation is the first data being analyzed in this research. The observation sheets were already have a coded data as it was designed only to collect information related to the implementation and content of the teaching materials. The main category narrowing the data was the Islamic culture in the materials. Then, the researcher analyzed one text used in the teaching activity that predicted contained Islamic culture. From the document analysis, the coded data from the observation is enhanced. Latter, the interview result were analyzed to triangulate the data from observation and document analysis, and also to reveal the procedure and motivation of the use of selected procedure. The data is analyzed using Maxwell qualitative data analysis.

The unstructured focused group interview data were also analyzed by employing Maxwell qualitative data analysis (in Ary, Jacobs, Sorensen, & Razavieh, 2010). The

data analysis was started by transcribing the recording of interview. The transcription process is needed to be done to make the interview result can be analyzed. It is also an opportunity for analysis (Maxwell, 1996, p. 78). The next step is analyzing. The interview transcription was analyzed by coding and categorizing the stated information. The category for the coding was compiled from the previous research findings of students' perception of 'nativized' materials. After the coding and categorizing steps is done, the statements are connected each other to find meaning. After all those analysis steps are passed, the result is reported in form of narration.

FINDINGS AND DISCUSSION

Teacher's procedure of infusing Islamic culture

The observation was focused on collecting data of the classroom activity related to the material being used. From the collected data of the first day observation, the teacher used several texts to teach descriptive text. At the previous meeting, the teacher assigned the students to read the existing text about descriptive text in the students' worksheet. Then, they discussed the text in the next meeting. Discussing the previously read text, they were talking about the core material of descriptive text such as the language features, text organization, and so on. In the middle of the lesson, the teacher introduce another descriptive text he made by himself. The text was about the Islamic female outfit. Then, again with the students he discussed the core material from the text. Closing the class, the teacher assigned the students to make a descriptive text about mosques or Islamic public figure.

At the second observation, the teacher recalled the material about descriptive text. After a while of having a conversation about the text, the teacher gave a text and list of questions to the students to be answered. The text was about the Nabawi Mosques. The students were given about 50-60 minutes to answer the text. After that, the teacher asked the students to exchange the answer sheet with the students' classmate for then checking and discussing the answer for the question. Closing the class the teacher collected the answer sheets.

The text for the students' task was analyzed to reveal the Islamic culture containment. It was found that the text is containing the history and the description of Nabawi mosque. It is relevant with the Islamic culture since mosque is Islamic worship place and Nabawi mosques is considered as one of the most important mosque in Islamic history.

Revealing the teacher's procedure and reason of employing such procedure in selecting the material, an interview with the teacher was held after the class. It was found that the teacher used authentic materials that contain the Islamic culture. At the first observation, he used a text of Muslimah Outfit to explain the core materials of descriptive text. Then in the second observation, he used a text of Nabawi mosque as a reading comprehension test for the students. Beside those two Islamic culture text, he still use a text provided in the text book to explain the descriptive text.

The teacher also stated that he was not always integrate the Islamic culture in the ELT materials. It was because he found it difficult to infuse Islamic culture in some teaching context. This statement is affirmed by the students' admission in the focused group interview. The action of infusing Islamic culture in the observed classroom activity was made possible because he found it was easy to use Islamic literature in

descriptive text. The other reason is because he found it difficult to find a suitable text that have been provided for certain genre of text.

As the teacher was asked about the source of the text which containing Islamic culture, he admitted that he was made the text by himself by translating some Islamic literatures into English. He finds the material in the internet and then make it into descriptive text in English. He stated that the institution is supporting him to always integrate the Islamic culture in classroom activity. However, the daunting process and limited source of the suitable text makes him only integrate the Islamic culture in some teaching activities.

The findings reveal some information answering the first research question. Based on the review of related literature, there we some ways of integrating the Islamic culture namely by using English course-books which tailored with Islamic messages, using authentic material that contain Islamic messages, using supplementary material provided by ELTIS team (Rohmah, 2012), or using 'nativized' version materials (Erten & Razi, 2009; Tavakoli et al., 2013). The students' worksheet is not containing any Islamic culture. Hence the teacher used authentic material that contain Islamic message as the alternative text. He cannot find any available source of Islamic culture content TEFL materials. Then, he just search a text that containing Islamic culture in the internet, and compiled it into an English descriptive text.

The challenges faced by the teacher in compiling Islamic culture content materials is in line with the previous research which stated that the material selection is requiring more effort and professional skill to assess and develop the best material based on the culture (Nemati et al., 2014). Even if the teacher was not always integrating the Islamic culture in each material, he seems aware enough to be responsible to provide culture relevant materials as the demand of the institution. The responsibility statement can be captured from the information that he is looking for the best window to use materials which suit the students' culture.

The students' perception of the materials

The interview was focused on revealing the students perception of the Islamic culture contained material the teacher used in teaching the descriptive text. It was found that the students felt that the materials were the same as the materials that do not contain Islamic culture in the way helping their comprehension. As they were asked about the reason is that because even if the material is containing Islamic culture, the students were still not familiar with it. In the other word, they still perceived the materials as new information for them.

The students also stated that the teacher provide a familiar text content to teach them in sometimes. They admitted that they need more text that familiar for them. The reason is that because a familiar text content may help them to understand more and help them to learn the language.

This finding is seems to be cross of the road from the previous research that negotiation of the students' culture will enhance the students comprehension (Davoudi, 2014; Ding & Teo, 2013; Erten & Razi, 2009; Facke, 2003; Fatemi et al., 2014; Gilakjani & Ahmadi, 2011; Grath-McCullough, 2008; Hayati, 2009; Ibrahim, 2013; Lin, 2004; Royani, 2013; Tavakoli et al., 2013; Wandel, 2003; Yousef et al., 2014). It can be the result of the teacher miss-selection of the materials. If the teacher wanted to have a text which is familiar for the students, he must not only consider the students Islamic culture background in general. However, the teacher need to know in detail

which information that the students are already acquired before. Even if the texts were containing the Islamic culture, it will still require the student to comprehend the material as a new information rather that something that they already familiar with. Turns out that part of cultural background is educational experience (O'Malley & Chamot, 1995). Hence, considering students cultural background is not enough in general terms. It should be assessed closely to decide what the students have already know or familiar with. The teacher may use a diagnostic test to map the students' previous cultural knowledge or a comprehensive analysis by employing needs analysis procedure.

The use of Islamic culture by the teacher may not intended to make the students' comprehension be better. It can be the mission of the institution itself to reduce the effect of target language culture material for their students. This assumption is in line with the solution proposed by some previous research in order to minimize the conflict of English teaching in *Pesantren* or any other Islamic environment (see Charise, 2007; Ding & Teo, 2013; Fahrudin, 2012; Rohmah, 2012; Tantri, 2013). It is also in line with Faris (2015) who stated that fostering character building needs acceptable culture content materials.

This finding also reveals that students are vary among them. When some students want materials that containing new information (Tavakoli et al., 2013), some others need something that they are familiar with in order to help them to master the language, as this study found. It gives more emphasis on the needs of analyzing the students closely before deciding the most suitable materials for the students.

CONCLUSION AND RECOMMENDATION

Culture issue has been recently become a debate along the consideration in EFL teaching materials. This study revealed reveal the fact that even the implementation is still vary among practitioners. It was found that a teacher was using Islamic authentic materials compiled from internet to construct Islamic culture bound text for teaching descriptive text. The practice of this effort was not applicable for all core materials demanded to be taught. The reason was the teacher saw it as a burden activity to always make the text by himself since he cannot find any pre-constructed Islamic culture bound text to teach English as foreign language.

The students' perception of the materials are also contributing to a future debate of the use of their cultural background in EFL teaching materials. The students found that the material being used by the teacher was not different with any other materials in fostering their understanding or comprehension. That was because the text is also providing a new information rather than accommodating their pre-existed cultural knowledge.

The discussion arrived at several argumentation of the motivations of the findings related to the culture content in EFL teaching materials. First, the teacher is failed to provide a familiar text to the students in fostering their understanding of certain topic. He just considered the students culture in general without seeking the detailed topic which is familiar for the students. Second, it might be not a failure instead of a purposive activity to maintain the students' ideology being corrupted by the target language or foreign culture information. The last one is in line with the character building goals which is become the emphasis of Indonesian education system. However, the tendency of cultural background friendly yet not familiar materials use is more to preserve the students' ideology. By seeing the teacher act by using the text from the

students' worksheet and Islamic culture content text at a same time, it can be concluded that the teacher is practicing intercultural concept in teaching English.

Some suggestions are emerged from the result of this study. First, related to the choice on the topic selection, the teacher and the institution may restate their purpose of providing culture friendly content to the student, either it is for fostering their comprehension or maintaining the students' ideology. Each of them will lead to a different understanding of providing the content of the text. Second, creating or developing such materials is not an easy matter. It needs an experienced or trained teacher. It is suggested to the institution or the policy maker to provide trainings to enhance the teachers' skill of selecting or developing teaching materials. Likewise, the policy maker could initiate a lecture visit program to school periodically. It does not sound like too much as we understand that university is a place where a new knowledge or method in teaching may emerge, and schools are the front line in which the knowledge or method can be applied.

Third, the institution may conduct a developmental project to construct their own one-stop materials by negotiating the culture of the institution and also the core materials demanded by the government. The form can be in a research lessons where teachers of English subject work collaboratively to assess the real condition, infuse the relevant culture, and construct the materials. It might be a big leap, but can be sustainable for a long term usage. Once the materials are compiled, it can be used for years. Moreover, the materials also can be published to help other institutions which have a same cultural framework. If the teacher can manage to provide a good cultural materials, it may be the same as Prastiwi (2013) findings that a teacher could serve dual purposes as fostering the students language mastery, and fulfilling the government demands to form the students character.

Forth, as the alternative of the third suggestion, teacher may use supplementary material provided by ELTIS team (see Rohmah, 2012). This material is specifically compiled as integrating the Islamic culture into EFL teaching materials. By using this materials, teacher and institution do not need to be burden to assess the students characteristic nor do a research lesson. It would be not time and budget consuming. However, the materials might still have contents in which the students are not familiar with. It should be back to the institution mission of providing Islamic culture content materials, whether it is for fostering the students' understanding or defending their ideology alone. If the institution mission of infusing the Islamic culture into EFL teaching material is to defend the students' ideology, the teacher can use this materials without any customization.

For the further study, it is suggested to give a focus of analyzing the students' needs in order to unearth their characteristic. The information then can be used to formulate the best material to teach them. Moreover, there is a theory so called needs analysis. Based on this theory, list of information sources is presented to be analyzed to arrive at the informed decision. This theory can be used in relevance to the further study suggestion.

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Teaching Writing Narrative Texts through Pictures in the EFL Classroom: A Classroom Action Research at One Islamic Junior High School in Jambi

Khusnul Yatima and Sayida Khoiratun Nisak
yatimakhusnul@yahoo.com
Jambi University

The purpose of Classroom Action Research approach was to investigate if using picture series could improve students' skill in writing narrative texts at One Islamic Junior High School in Tanjung Jabung Timur Regency, Jambi.This study involved 26 students, consisting of 11 males and 15 females. The data were collected through field notes, questionnaire, and test. The test results were analyzed statistically while the field notes and questionnaire were analyzed descriptively. The findings of the study indicated that the use of picture series could significantly affect students' skill in writing narrative texts. Additionally, the use of picture series while teaching narrative texts not only provided the students with basic materials for composition, but also stimulates their imaginative power, enabling them to have a concept in their mind about what they are going to write. The findings of the study indicated that pictures series could help the students to visualize the object before they start to write a narrative composition. Implications from this research evidently suggest that teachers should have a variety of teaching media in teaching English as a foreign language. The findings of this study shed light on English teachers' understanding of how to teach writing especially using series of pictures at an EFL classroom level and what teaching methods and teaching strategies should be provided to anticipate in teaching writing skill especially at an EFL classroom level . Implications and suggestions for future research are discussed.

Key word: picture series, writing narrative text, English subject

INTRODUCTION

Writing is a process. It should be learnt by stages, from simple to complex, from a sentence to a composition. The basic of writing ability is to make sentence since a sentence is the smallest unit to express thought, idea, opinion, and feeling. Writing helped the students to learn deeper about writing, to use appropriate in grammatical structures, idioms and vocabulary. Students also had the chance through experience in written language. Otherwise, the students knew not only in spoken but also in written language. The student could create and express on their ideas and construct the sentences alone.

The students often face many obstacles since English is as their foreign language not as their mother language. Furthermore, most students are still confused how to start writing, to organize the plot of the story, and solve difficulties in arranging the grammatical structure. They often make mistakes in putting their ideas, denominated by errors of spelling, punctuation, capitalization, and paragraphing.

In the statements of Jackson (2009), writing skills were really needed for the learner. It was necessary since making a good prose or even a good paragraph used variety language skills. There were five general components for writing good prose; the first was *languages use* (the ability to construct in written ideas and use language effectively); the second was *Mechanical skills* (almost disposed by error in using capitalization and paragraphing); the third was *treatment of content* (the ability to select and organize for appropriate meaning of the vocabulary); the fourth was *stylistics skills* (the ability to arrange sentences and paragraphs, and use language effectively), and the last was *judgment skills* (the ability to think creatively and develop thoughts, excluding all irrelevant information).

From all statement above, the researcher concluded that writing was an expressive activity of thought, ideas, opinions, and feeling into written language which is like graphic symbols (letters or words) to be convoyed to one another. In another words, writing was a means of communication. It could give people sources of information about everything. It meant that writing was the process to break out ideas in mind into a piece of paper, and then organize them in outline as writer's plan. Clark (2008) also said that the process movement resulted in important developments in the teaching writing, notably a flowering of interest in composition pedagogy, the creation of an established research discipline concerned with writing and the teaching of writing, the realization that people learnt to write by actually writing and revising, rather than by completing the contextualized exercises, and a renewed attention to individualized instruction.

However, the involvement and the importance between the use of pictures in improving of writing narrative through pictures have been conducted by researchers (Karolina, 2005; Budisusilo, 2010; Purwaningsih & Endah, 2012; Simanjuntak, 2013).

THEORETICAL FRAMEWORK

Jackson (2009) stated that Writing was the way which changes our thinking about and our relation to language. In making our speech visible, writing led us to understand language in ways that were peculiar to literacy. Writing was also a means of communication that expressed thought, ideas, opinions, and feeling into written language. Writing also led us to understand language in ways that are peculiar to literacy. The effects of writing were definitely amplified by print, but writing was still the foundational representation although the other major visual representations of speech included.

Furthermore, In the words of Sara (2002), writing ability was how we improved our writing skill to be a better writer by practicing hard and always tried when you had chance. The key to become a better writer was through practicing a lots because nobody born knew how to write. The thing that should be prepared was practicising lots and writing lots. In addition, according to Ochima and Hogue (2007), the process of writing sentences or paragraphs could be classified into four parts of steps: planning, organizing, writing, polishing; revising and editing.

Welliya (2013) defined that narrative text was a text which contained a story which included complication or problematic events in plot of the story, such as; (fiction/ nonfiction/ tales/ folktales/ fables/ myths/ epic) then the story followed by a process of narration and finally the resolution was found. Generic structure of narrative text consisted of the following structures: first, *Orientation* was to introduce when the story happened, to introduce the participants, to give information about the time and the

place, then whom and what involved in the story. Second, *Complication* told about the beginning of the problem came up and described the rising crises which the participants had to do with. Third, *Resolution* was how to solve the crises, better or worse and showed to resolve events either in happy ending or in sad ending.

Meanwhile, in the words of Beatty (1981), picture was a kind of media that we could find it everywhere, for instance, inside of magazine advertisements, slides, cartoons, story books, books, newspaper, etc. in conclusion, we can conclude that the advantage from the picture is to create the enjoyment in writing process. It means that by using picture, students will easily share their thought, feelings, and ideas. Pictures will also expand their cognitive ability and make them able to write good stories with longer sentences, and able to develop their narrative composition. Picture increases students' vocabularies, in this case, the use of pictures as media is needed since students can learn new vocabulary. When the students have more vocabularies, they will feel easier to create their own sentences. As the result, they can compose easily because pictures give them more information about the picture by looking at the pictures and using the variety of language activities with picture, students also can control compositions and combine the exercises.

The use of picture in the classroom leads the learner to generate many types of pictures, such as posters, text book pictures, magazine pictures etc.

METHODS

I used classroom action research (CAR) to conduct the this study. Action research was conducted to improve students' skill in writing narrative text through picture series in one of private junior high school in Jambi. I used a collaborative action research in which one of English teachers and I in that school conducted this research. In this case, the researcher, along with collaborative teacher become as team work who worked together for solving the problem in teaching writing. In this study, I was as the teacher to teach in the classroom to apply this media and the English teacher as the collaborator. The subject of the study was the second grade students of Islamic junior high school in the second semester in Tanjung Jabung Timur Regency, Jambi . It consisted of 26 students; 11 males and 15 females.

In collecting the data, I did some procedures. First, *preliminary study* including *getting permission*. In this step, I came to the school and asked permission from all the teachers especially from the headmaster by telling the purpose what I was going to do and also gave written formal letter. Second, *planning the action,* at this step, I prepared the lesson plan, determined learning material, arranged learning instruction through picture, arranged tools of evaluation as a test to know the respond and result of the student in writing narrative text, prepared instrument of questionnaire, and the last, I prepared the criteria of success. Third was *implementating the action* and *doing observation. Implementating the action* was implementing the lesson plan in the teaching of writing through series of pictures. In *Observation,* I observed the effects of the implementation of the media. In this step, the data were collected through students' achievement, students respond, and students' participation in the class. The last, in *reflecting the action,* I analyzed the result and did the reflection on the result of the action. The result of reflecting the action could be successful and unsuccessful. When the result was sucessful, I stopped the action and continued by making the conclusion, then I reported the research. Otherwise, if the result was unsuccessful. I did the next step by revising and conducting to the next cycle.

FINDINGS AND DISCUSSION

In this study, the classroom action research was conducted in three cycles. Each cycle consisted of four phases; planning, implementing, observation and reflection. For cycle one consisted three meetings. Cycle two consisted three meeting, and cycle three wasr the last cycle in this research. Each meeting was 80 minutes (2x40 minutes) and the meeting of each cycle was conducted by giving a test to the student by asking the students to make an essay of narrative text based on the picture given.

1. Finding of Cycle One

The table revealed the finding of cycle one, students' achievements in writing test and participations based on the observation on teaching learning process conducted in each meeting in this cycle.

Table 1. The students result of cycle 1

No	The Indicator of Performance	tudents' Result
1	Students' respond must get good responds 80%	78%
2	Students' achievement must get ≥ 60 of 70% of students	46.15%
3	Students' participation must get 80%	39.04

Based on the score obtained from the students test 1. The first indicator of the performance failed, only 46.15% got score and it had not achieved the criteria of success. In the second indicator of performance, the students' participation had been not achieved yet, the indicator of the performance in cycle one got 39.04% while it should be 80%, the third indicator of performance of students' response in teaching-learning process is 78%, it had not achieved the criteria of success, It had to be more than 80%.

2. Findings Of Cycle Two

The data presentation in this section revealed the findings of cycle 2 dealing with the planning of cycle 2, the implementation of cycle 2, the students' achievement in writing test, students' responds, and students' participations based on the observation on teaching-learning process conducted in each meeting in this cycle.

Table 2. The students result of cycle 2

No	The Indicator of Performance	Students' Result
1	Students' respond must get good responds 80%	82%
2	Students' achievement must get ≥ 60 of 70% of students	65.38%
3	Students' participation must get 80%	67.42%

Based on the score obtained from the students test. The first indicator of the performance failed, only 65.38% got score more than 60 and it had not achieved the criteria of success, it had to be 70%. In the second indicator of performance, the students' participation hadn't been achieved. the indicator of the performance in cycle two got score 82% meanwhile, it should be 80%. But In the third indicator of

performance of students' response in teaching-learning process was 67.42%, it had not achieved criteria of success, it meant that it had to be more than 80%.

3. Findings Of Cycle Three

The data presentation in this section revealed the findings of cycle 3 along with the planning of cycle 3, implementation of cycle 3, students' achievement in writing test, students' responds, and students' participation based on the observation on teaching-learning process conducted in each meeting in this cycle.

Table 3. The students result of cycle 3

No	The Indicator of Performance	Students' Result
1	Students' respond must get good responds 80%	84%
2	Students' achievement must get ≥ 60 of 70% of students	80.76%
3	Students' participation must get 80%	86.10%

Based on the score obtained from the students test 3. The first indicator of the performance failed, only 80.76% got score more than 60 and criteria of success was 70%. In the second indicator of performance, students' participation had achieved the indicator of the performance in cycle 3 by getting score 89.51% meanwhile it had to achieved 80%. And the third indicator of performance, students' response in teaching-learning process was 84%, it meant that it had achieved the criteria of success (≥ 80%).

CONCLUSIONS

Based on the implementation of this research, it indicated that the implementation of picture series in teaching writing was very useful and effective to solve the students' problems in writing narrative text. This could be seen from the result of the study. The result of the data analysis showed that the learning process using series of pictures could improve the students' ability in writing narrative text. The achievement indicated by passing the criteria of success determined by the school in the achievement and students' responses to the implementation of series of pictures.

The purpose of the research was to improve students' writing activity, I indicated that the students' writing skill could be improved through series of pictures. I also found that series of picture could be better in contributing the students' improvement in writing, because it made them more enthusiastic in learning English. It was seen on the result of the students' test while teaching process began, and series of pictures could make the students learn more actively. The findings of this study shed light on English teachers' understanding of how to teach writing especially using series of pictures at an EFL classroom level and what teaching methods and teaching strategies should be provided to anticipate in teaching writing skill especially at an EFL classroom level . Implications and suggestions for future research are discussed.

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The Psychological Problems and Moral Values as Reflected in Paulo Coelho's *Veronika Decides to Die*: A Vsychological Study

Dedi Hendriyanto
p4kciq@yahoo.com
Jambi University and Teacher at SMPN 26 Batanghari

ABSTRACT

The aims of the research are; 1) to describe the kinds of madness in the novel Veronika Decides to Die; 2) to describe some moral values taken from the novel Veronika Decides To Die.To analyze the psychological problems, the writer employs the psychological approach of Sigmund Freud. The subject of the research is a novel entitled Veronika Decides to Die that is written by Paulo Coelho and object of the research focused on the madness problems. To fulfill the needed data and information, the writer employs library research done by reading the novel itself and many bibliographies critically and comprehensively. After the data are collected, they are analyzed by using the theory of abnormal behavior to research the kind of madness in Veronika Decides to Die.Some of the important research findings can be stated as follows: 1) the kinds of madness can be known such as suicide, anxiety disorder that divided into panic attack and depression anxiety, schizophrenia, 2)Moral values in the novel can be found between four main characters: Veronika, Zedka, Mari and Eduard. They are consisting of positive values and the negative one. Positive moral values consist of Wisdom, Love and Care about the others. While, the negative values are Religious disobedience and unbelieve in God, Committing of love betrayal and committing masturbation.

Keywords: Psychological Problems, Moral Values, Veronica Decides to Die, Psychological Study

INTRODUCTION

Madness is a universal term often used pejoratively to describe someone who has 'lost their senses' or 'out of their mind. In addition, in the popular imagination the state of madness is closely linked to sickness or malady or what the so-called mental illness, with the two terms often used interchangeably and indiscriminately. Madness is also equated with 'badness' with the result that society has shunned and excluded those with mental illness, often denying them full citizenship, work, and respect. Moreover in psychiatric world, mental illness is characterized by marked impairment of reality, disturbances of thought and perception, and bizarre behaviors. Besides that, madness can also characterized by a state of insanity, of having a disordered and dysfunction mind. Therefore, this behavior that reflected in this novel is wonderful thing. Because according to Freud (1959) that Literature is similar with the dream or symptom of neurosis. Therefore, the writer can analyze the novel psychologically.

One of the authors who uses the psychoanalysis on his works is Paulo Coelho. The writer is motivated to choose Paulo Coelho's literary work because Paulo Coelho is considered as one of the great novelists in the world. He wrote many essays, books of

criticism, autobiography and novels. His literary works include He got many prestigious international prizes, such as BAMBI Awards (Germany), Guinness Book of Record, the Super Grinzane Cavour Book Award and the Flaiano International Award (Italy), Crystal Award, etc. his novel becomes long international bestseller, and has been translate into more than 45 languages. Further, his books or his literary works have gone on to become the subject of social and cultural debate.

A novel as a kind of fiction is actually very interesting because it can portray the world living phenomenon adopted from the writer's living experience. Certain people read novels not only to kill the time or to get entertainment, but also to gain a new living experience from the works they read (Sudjiman, 1992).

In this occasion, the writer tries to analyze one of the Coelho's novels, *Veronika Decides to Die*. It is a psychological literary work. Knowing that the novel is quite interesting to read and to analyze. The writer wants to analyze it psychologically .*Veronika Decides to Die* is published in 1998 in Brazil. It tells the story of a young attractive girl, Veronika, with seemingly everything that a girl could wish for: a good job, attentive family and a stream of male attention. However, she feels unfulfilled and bored by the monotony of her life and consequently attempts to commit suicide. When she woke up she was in the local mental asylum. It is here that Veronika begins her voyage of self-discovery and subsequently develops a tremendous thirst for her. *Veronika Decides to Die* is an authoritative and disquieting reminder that the reader must always seize the day. Paulo Coelho's simple literary method makes the book both poetic and gripping.

Furthermore, in this novel the writer finds many psychology phenomenon through the main character such as Veronika who decides to kill herself, Mari who is suffering panic attack, Eduard who is schizophrenia and the last one is Zedka who is depression that can be correlated by the theory of psychoanalytical approach.

METHODS

The type of the study was library research, which consists of primary data and secondary data. The primary data was taken from the novel entitled *Veronika Decodes to Die.*The writer read the whole novel carefully and repeatedly in order to gets a deep comprehension. It was done particularly on the main character that is going to be analyzed. Moreover, the writer also goes to some libraries to read the source carefully and critically. The next step was the writer will make important notes and papers related to the problem that will be analyzed in the study.

Meanwhile, this research obtains the secondary data by selecting and making notes of important facts, which are relevant to the problem of the study. The writer then takes a note of some points that can be used to complete the main data which taken from books or the Internet. Furthermore, all of the data are collected, consulted, and revised. The writer uses technique through text analyses, which is described in sentences. The writer tries to provides clearer information and describe the problem of the study by searching various kinds of sources that deals the topic being analyzed. After the data collected, it will be analyzed and interpreted by using psychological study.

FINDINGS AND DISCUSSIONS

The kinds of Madness shown in The Novel

The writer presents the psychological disorder found in the novel "*Veronika Decides to Die*", but he just wants to analyze the psychological aspect of madness or

what the so-called abnormal psychology which have significance role and often happened in human social life.

There are some kinds of Madness which known as the abnormal behavior. The abnormal or madness kinds are committing suicide, anxiety disorder that consists of panic attack and depression anxiety and the last kind of madness is schizophrenia. These are said abnormal or called mad people because the characters behavior or action is different with the other normal people. For clearer explanation about this kind of madness the writer will explain or analyses the kinds of madness briefly as follows :

Suicide

Suicide is the effect of the problems of Veronika's personality. This happens as Veronika follows her instinct; Freud Has said that instinct is the primitive part of the Id. Freud in Suryabrata (1983:154) said that a life is a trip to die. The desire of die in human is a statement of constancy psychology principal.

To escape her depression and to find her pleasure, Veronika thinks of filling herself. In the beginning of the novel, on November 11, 1997, Veronika decided that the moment to kill herself or to commit suicide had arrived. Spontaneously, she reaches for four-pills bale sleep from desk beside her bed after she carefully cleaned her room that she rented in a convent, turned off the heat, brushed her teeth and laid down before.

Veronika decides to commit suicide not because she was sad, embittered woman, because lack of love, and also wasn't because she felt unloved by her family or had money problems or an incurable disease. She commits suicides because she is bore with her monotony daily activities and she wants to discharge her self from the activity of life. Besides, Veronika commits suicide because of some reasons as seen in the following quotation :

…. Two very simply reasons lay behind her decision to die, and she was sure that, were she to leave a note explaining, many people would agree with her.

The first reason: everything in her life was the same and, once her youth was gone, it would be downhill all the way, with old age beginning to leave irreversible marks, the onset of illness, the departure of friends. She would gain nothing by continuing to live; indeed, the likelihood of suffering would only increase.

The second reason was more philosophical: Veronika read the newspaper, watched TV, and she was aware of what was going on in the world. Everything was wrong, and she had no way of putting things right–that gave her a sense of complete powerlessness. (*Veronika Decides to Die*, page 6-7)

When she had achieved almost everything she wanted in life, she had reached the conclusion that her existence had no meaning, because every day was the same. And she had decides to die. (*Veronika Decides to die*, page 45)

In Freud's theory, what Veronika does, reflects a defense mechanism, which is called interjections. However, the impulses of her Id, which wants either to realize her desirable wishes that she can't read or to realize her unbreakable tension, which she can't carry out, is strong, her ego's mechanism is under great depression. This causes her Ego to bring about self-destruction. At the same time, the guilty feelings that are as the part of Veronika's Superego support this phenomenon. Therefore, all are manifested in Veronika's feeling; she blames herself and death is the best choice as her manifestation of pleasure. Furthermore, as it is seen in *Veronika Decides to Die*. Veronika commits suicide after finding she cannot give solution to her country problems, besides she also felt hatred on herself that enough heavily, especially hatred

and wishes to destroy herself because she considered herself of no use and tried to kill herself.

As a result of her action, Veronika considered as a madwoman or psychological disorder because she had tried killing herself. This action was different from the other. As everybody knows that basically every person struggles to live, not for committing suicide. And it is mad if there is someone who decides to kill himself or herself.

Anxiety Disorder

Anxiety is a nervous feeling caused by fear that something bad is going to happened. Anxiety disorder including a group of trouble in which anxious feeling is a main symptom or anxiety, which is suffered if someone tries to handle certain maladaptive behavior (Atkinson, 1983). Someone who suffers anxiety, his/her everyday life is disorder in depress situation. He or she always feels untrue or worry and tends to give abundant reaction on light stress. Inveterate physical sigh, for example cannot be peace, cannot sleep, fatigue, kinds of headache, dizziness, and heart palpitate. This kind of madness also occurred on the novel *Veronika Decides to Die*, which is suffered by one of the main character on the novel, Mari, a woman that suffers panic attack.

Fear. Veronika might feel insecurity, shyness, and shame, constrain, but why fear? That was only justifiable when confronted by a real threat: ferocious animals, armed attackers, earthquakes, but not a group of people gathered together in a refectory.

> *But human beings are like that,* she thought. *We've replaced nearly all our emotions with fear.*

And Mari knew what she was talking about, because that was what had brought her to Villete: panic attacks. (*Veronika Decides to Die*, page: 110).

A panic attack is circumstance that is full of terrorized acute. At that sudden moment of panic, individual feel the confidence that something horrify will happen. This feeling is usually accompanied by the symptom like heart palpitate, running out of breath, sweating, muscle vibrate, confused, and turn the stomach.

Just a Salvadoran government official appeared on screen to offer a bored excuse for some new injustice, Mari suddenly noticed her heart bating faster.

She told herself it was nothing. Perhaps the stuffy atmosphere in the movie was getting to her; if the symptoms persisted she would go out to the foyer to get a breath of fresh air.

But even took on their own momentum; her heart began beating faster, and she broke out in a cold sweat.

She felt afraid and tried hard to concentrate on the film, in an attempt to dispel any negative thoughts, but realized she could no longer follow what was happening on the screen. Mari could see the images and the subtitles, but she seemed to have entered a completely different reality, where everything going on around he seemed strange and out of kilter, as if taking place in a world she did not know. (*Veronika Decides to Die*, page: 115)**.**

One who is in panic attack experience usually does not know the cause why he/she grasps the anxiety. This matter is not being generated by a stimulus or certain external event but happened in any situation. It seems that external event is not so compared by feeling and conflict that locates in one soul.

Based on psychoanalysis aspect, phobia represents the way for overcoming the dread by transferring it or situation that can be avoided. Obsessive and compulsive also

function to protect the individual from its dread source awareness, which will be in fact. Obsessive feeling is an impulse which cannot be accepted that it had depressed and come back into other form. Someone feels that the impulse is not be part of his/her self and she/he can do compulsive action to discharge or to make free on taboo impulse.

According to theory of social learn, anxiety more caused by a certain external event than by internal conflict. One who suffers generalized anxiety disorder feels that she/he cannot manage life situation that is variation. Therefore, feeling anxiety almost always being (Atkinson, 1983).

Depressive anxiety

Almost all of people in the world had ever experienced about depression in a certain moment. Most people suffer it when they feel sad, weak, and not respond to anyone activities even though the activity is pleasing. Depression is a normal response toward every life stress. Freud in Emanuel (2003) said that Depressive anxieties also have relationship with the feeling of afraid losing about love. The situation that often caused depressions is the failure at school or at place of work, loose of someone loved, and awareness that its disease burns a hole in pocket somebody. In this case Paulo Coelho presents about depression caused by love that suffers by one of the main character of this novel, Zedka.

In Zedka's case, however, the reasons were simpler than anyone suspected: there was man hidden in her past, or rather, the fantasy she had built up about a man she had known along time ego. (*Veronika Decides to Die*, page: 54)**.**

Zedka's depression is assumed as madness because her depression is out of equity because she loves a man that his existence is unclear where. In other hand, she had had a husband. But with whom she had fallen hopelessly in love in her youth, since, like every normal young girl, Zedka had needed to experience the impossible love. However, unlike her friends, who only dreamed of the impossible love, Zedka had decided to further, she had actually tried to realize that dream, her dream man lived on the other side of the ocean, and she sold everything to go and join that man. But unfortunately the man was married. Despite her determination to put up with everything in the name of love, the relationship did not work out. The man never said anything directly, but one day Zedka realized that she was no longer welcome and she returned to her country.

Inexistence of expectation and broken heart is two main characteristics of depression. The People experienced over weakness and cannot take a decision through an activity. She/ he is always thinking of her/his insufficiency and the feeling of unmeaning, sudden weeps and maybe try to commit suicide like Veronika did. Veronika keeps trying to look for the way to kill herself after her effort call off, her effort described in the quotation bellow :

Veronika

She decided not to think about the stabbing pains in her stomach and tried to concentrate on the rapidly falling night, on the Bolivians, on the people who were starting to shut up their shops and go home. The noise in her ears was becoming more and more strident, and, for the fist time since she has taken the pills, Veronika felt fear, a terrible fear of the unknown. (*Veronika Decides to Die*, page: 10).

> "Could they get hold of some pills for me"(*Veronika Decides to Die*, page: 39)

> I must get hold of those pills as soon as possible. (*Veronika Decides to Die*, page: 40).

From the quotation above, Veronika action is also concluding in obsession neurosis. Who keeps looking for the way to destroy herself. Further, this action can be called as insanity. The action that was performed in obsessional condition supported by a kind of energy that might not have to contest in life bounce normal. There is only one thing can be acted, she can transfer, and replacing a joke idea with something smoother, from one demarcation to another and replacing one ritual of routinity to another. Negative and also positive pressure are step by step gone the round of to gnaw the intellectual energy even considered to be by a truth. These cause anxiety grow up, loss energy, and freedom demarcation. In fact she keeps trying killing herself.

Schizophrenia

Beside suicide and anxiety disorder, Schizophrenia is also the kind of madness that happened on *Veronika Decides to Die*. Schizophrenia is the name giving to several disorders that are marked by self-disorder, reality of distortion, and disability to be function in daily activity. Since episode of schizophrenics someone tends to withdraw from association with other people and enjoy with her/his mind and their hallucinations. In the novel *Veronika Decides to Die* Paulo Coelho had drawn this symptoms in Edward that begin his abnormal behavior with standing apart in his bedroom. This behavior did by Edward because he was depressed because his ambition to be a painter opposed by his father. In other hands his father wants Edward to be a diplomat as he does.

His mother said that he had already missed a lot of classes at the American school and that he would have to make up for lost time. Eduard refused. He did not have the slightest desire to go on learning about geography and sciences; he wanted to be a painter. In an unguarded moment, he explain why:

"I want to point visions of paradise"(*Veronika Decides to Die*, page: 183-184)

Eduard Father:

"I find your interest in art very pleasing, but have your whole life ahead of you to do that. At the moment the main thing is to finish your secondary education, so that I can set you on the path to a diplomatic career. (*Veronika Decides to Die*, page: 186-187)

"Eduard, you are now of an age to take responsibility for your own life. We've put up with this for as long as we could, but now you've got to forget all this nonsense about becoming a painter and give some direction to your career.

Eduard

"But Dad, being a painter is giving a direction to my career."(*Veronika Decides to Die*, page: 188)

In *Veronika Decides to Die*, Eduard becomes Schizophrenia because there is a different wish for Eduard future career with his parent wants for his. Therefore it makes him stress and bringing him to the Villete.

Moral Values

Veronika Decides to Die can be viewed as a parable story whose purpose is to teach a moral values or moral teaching. In presenting the moral values, the author gives

very believable characters and story. According to Kenney (1966: 89), moral is meant to be an advice, which is related with certain moral taught, which can be gained and interpreted through its story.

The moral values that can be revealed from the novel entitled *Veronika Decides to Die* are described in the following sub-heading.

Positive Values

Wisdom

Wisdom can be shown in Mari when she talked with Eduard about her existence in Villete and decides to be normal. This is showed in her sentences.

"I feel like starting Eduard. I feel like making the mistakes I always wanted to make, but never had the courage to, facing up to the feelings of panic that might well come back, but whose presence will merely weary me, since I know I'm not going to die or faint because of them. I can make new friends and teach them how to be crazy too in order to be wise. I'll tell them not to follow the manual of good behavior but discover their own lives, desires, adventures, and to *live*. I'll quote from Ecclesiastes to the Catholics, from the Koran to the Muslims, from the Torah to the Jews, from Aristotle to the atheists. I never want to be a lawyer again, but I can use my experience to give lectures about men and women who knew the truth about this existence of ours and whose writings can be summed up in one world: *live.* If you live, God will live with you. If you refuse to run his risks, he'll retreat to that distant heaven and be merely a subject for philosophical speculation. Everyone knows this, but no one takes the first step, perhaps for fear of being called insane. At least, we haven't got that fear, Eduard. We've already been inmates of Villete."(*Veronika Decides to Die*, page: 151-152)

From the quotation, the writer can understand that Mari tried to give an advice to Edward and to herself by seeing their condition. As a popular lawyer Mari had a wisdom attitude, after living in Villete for a moment finally took a decision to spend her time for helping the other by giving speech to the others about the meaning of life. And she also decides to leave her job as lawyer and will use her ability to manage the other. These she does because she wants her life will be better than yesterday. Prophet Muhammad says that lucky man is a man who using his time better (As- Samarqandi, 1999:349). Today should be better than yesterday and tomorrow should be better than today.

This is why the chance of each person is same to get a magic moment or the miracles in his life. The different is just in the effort of that person.

a. Love or loyalty

There is a romantic view in the novel. It is showed by Veronika to Eduard. This love can be seen in Veronika attitude that loyal to taking care of Eduard when Eduard lay down as Zedka saw on the following quotation.

"There are things in life, though, which, however we look at them, are valid for anyone."

Zedka noticed a change in Veronika's eyes. She decides to on.

I would say that if someone only has a short time to live and decides to spend that time sitting beside a bed, watching a man sleeping, then that must be love. I'd go even further; if, during that time, that person has a heart attack, but I would say that such love had a lot of potential for growth."(*Veronika Decides to Die,* Page 161)

From the quotation above, the writer knows that Veronika loved in Eduard, it is seen in Veronika who keeps loyal to waiting Eduard who was sleeping.

b. Care about the others

It is shown by Veronika when she lives in Vellete for the first time, that she met a woman that told a story about her aunt suicide.

Veronika felt sorry for the woman telling the story, for she seemed to be doing so in an attempt to understand her aunt's death. (*Veronika Decides to Die*, page: 14).

Negative Values

c. Religious disobedience and unbelief in God

From the novel, the writer concludes that the characters in the novel are mostly unreligious. This can be proved that some action is done without using the religious consideration. For example the actions did by Veronika who decides to kill herself. It seems that she doesn't care about sin and unbelief in God. She just follows her emotion until she forgets that there is God in the world.

Veronika :

If God exists, and I truly don't believe he does, he will know that there are limits to human understanding. He was the one who created this confusions in whish there is poverty, injustice, greed, and loneliness. He doubtless had the best of intentions, but the result have proved disastrous; if God exists, he will be generous with those creatures who chose to leave this Earth early, and he might even apologize for having made us spend time here. (*Veronika Decides to Die*, page: 8)

Veronika put her arms around him and asked the god she did not believe in to take her at that very moment (*Veronika Decides to Die*, page: 204).

Unbelief in God also showed by Eduard as seen in the following quotation bellow :

No, he wasn't all right; he couldn't move, but he couldn't say anything either. The worst thing was that he didn't lose consciousness; he knew exactly what was happening and what his situation was. Why didn't he faith? At precisely the moment when he was looking for God with such intensity, despite everything and everyone, God had no pity on Him. (*Veronika Decides to Die*, page 179).

d. Committing of love betrayal

The other negative moral value of the novel entitled *Veronika Decides to Die* is committing of love betrayal or unhonest. This negative value is done by Zedka. She had betrayed her husband's love by looking for or realizing her past dreaming or impossible love.

However, unlike her friends, who only dreamed of the impossible love, Zedka had decided to go further; she had actually tried to realize that dream. He lived on the other side of ocean, and she sold everything to go and join him. He was married, but she accepted her role as mistress, plotting secretly to make him her husband. He barely had enough time for himself, but she resigned herself to spending days and nights in cheap hotel room, waiting for his rate telephone calls. (*Veronika Decides to Die*, page55)

From the quotation, it is clear that Zedka had a bad intention that is to betray her husband true love by trying to realize her love which has been delayed. And it is being the negative values from the novel that may not be imitated by the readers.

e. Committing Masturbation

Besides religious disobedience, unbelief in God and committing of love betrayal, committing masturbation is also one of bad moral values shown in that novel. It is done by the main character of the story, Veronika, as described in the quotation bellow.

Her blood began to race, and the cold—which she had felt when she took off her clothes—was fading. Veronika and Eduard were both standing up, face to face, she naked, he fully clothed. Veronika slid her own hand down to her genitals and started to masturbate; she had done it before, either alone or with certain partners, but never in situation like this, where the man showed no apparent interest in what was happening. (*Veronika Decides to Die*, page 132-133)

According to Freud theory of libido, motivation in human's body is divided into ego motivation and sexual motivation. Ego motivation is motivation of effort to guarding the self, for example starvation; while sexual motivation refers to sexual problems (Freud in Kennedy, 2003:66). In this case, the symptom of neurosis, masturbation, in Veronika is the result of sexual motivations that is repression or depressed by the ego subject, whose function for protecting mind from feeling pain bounce abundant; and also result of conflict between function of self-maintain from ego with sexual motivation that shoves to be expressed.

Moreover, the sexual motivation of Veronika is more dominated by happiness principles—but the motivation susceptible toward reality, and it is more urgent in getting the realizations. Her libido keeps under the domination of happiness principal in a long time because her ability secede self from frustration through auto-erotize; satisfaction can be lengthened, and the next by masturbation.

CONCLUSION

Based on the finding and discussion, it can be concluded that Paulo Coelho's novel *Veronika Decides to Die* is the reflection of madness. The result of the study found out that the novel records the description of psychological disorder that happened to the characters in the novel. Veronika, Zedka, Eduard and Mari that represented in the novel show to the readers that their behavior in their life is psychological disorder. They have unusual behaviors that are difference with the other normal people.

After analyzing the novel, finally the writer finds some kinds of madness that happens in the novel experience by four main character of the novel. The kinds of madness are committing suicide that acted by Veronika but it is not success; the second madness is anxiety disorder that consists of panic attack and depression anxiety; the last kind of madness is schizophrenia which suffered by Eduard.

Moreover, the novel *Veronika Decides to Die* make the readers think about choices, which way do people rather, the ease way, to give it up or struggle to find their assets. Further, the four main characters show the readers the different choices they can take to solve any problem in life to escape in a fake world, go back to something the readers run off, fight to find anything better or different or the readers can decide to die. The novel let the readers know too that they do not have to wait until the "last week" of their life to enjoy the simplicity but magnificence things they have in life. In addition, the writer also finds some moral teachings or moral values from the novel, they consist of positive values and the negative one. Positive moral values consist of wisdom, love

and care about the others. While, the negative values are religious disobedience and unbelief in God, committing of love betrayal and committing masturbation.

Therefore, the writer suggests the readers or everyone who is interested in literature both reading and studying, primarily a novel to get an optimal advantage from what being read and studied besides enjoyment.

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Mobile Based Application of Vocabulary Learning (m-learning) for Young Learners (A case study at PAUD)

Emi Lutfia Ulfa[1)], Hendrik Setyo Utomo[2)], Wan Yuliyanti[3)]
[1,2,3)] Information of Technology Department, The State Polytechnic of Tanah Laut South Kalimantan, Indonesia
[1)]emilutfiaulfa@gmail.com

ASTRACT

Vocabulary learning for young learners is one of the important aspects in English language because vocabulary is exists in every skill: listening, speaking, reading and writing. This learning is supposed to give the stimulation in all aspects of the children's growth, who the target are in the age of 4 – 6 years and their parents use some kind of mobile phone. Along with development of the telecommunication, mobile phone (or cellular phone) which usually used as telecommunication media, nowadays, is also can be used as a learning media, such as vocabulary learning. The mobile based application for vocabulary learning for young learners is designed base on some scopes, such as identifying: letters, numbers, fruit, animals, colors and shapes. The aimed of the designing of this learning media application is to facilitate the young learners in learning and to assess how far they are able to memorize the vocabulary of this learning media application. This learning media application can be accessed in a personal computer (PC), mobile phone (or cellular phone), such as: smartphone, blackberry or android that has web browser network. This learning media application is designed using PHP and MySQL language program as the database.

Key words: learning media application, vocabulary, m-leaning, young learner.

INTRODUCTION

1.1. Background

The using of cellular phone in Indonesia can be said fantastic. The number of the cellular phone users in Indonesia is bigger than the number of the inhabitant. Based on the US Census Bureau data in January 2014, the Indonesian inhabitant was 251 million. That amount is under the amount of the users of cellular phone, around 281 millions (Afrisia & Haryanto, 2014)

Cellular phone or mobile phone has offered some interesting features inside in accordance to the increasing of their sophistications, such as pictures, audio-visual, and animation. Many people and students use cellular phone as media of communication without realize those media have as function learning media as known as a mobile learning (m-learning). M-learning appears as one of an alternative learning media through cellular phone. It is a gladden opportunity in education field, particularly in

Indonesia. Setiawati (2012), stated that m-learning is a unique learning because the students can learn many things, wherever and whenever they want.

According to Ahmar (2013), learning is an interaction process between the participant, educator and the resource of study in a learning sphere. Learning is an educator help giving in order to take an attain process of knowledge, skill, attitude, character building and credibility of the participants.

According to Nurhadi (2012), basically, the aim of learning for young learner is giving stimulation in every aspects of their growth, including physical, intellectual, social, emotional and language to grow optimum. All of those aspects are related each other. The learning media for young learner must be adjusted to their characteristics and their need. It means that all of the given learning activities should cover: vocabulary, grammar, listening, etc which are appropriate to the children ability and their growing stages, for example their anxiety on pictures and sounds more than written words.

Juhendi (2011:4) in Nurmayanti (2014), said that vocabulary is the important aspect in English, vocabulary could be found in every skills: listening, speaking, reading and writing. Vocabulary learning is very important in expressing the ideas. Learning vocabulary does not only memorize but also understand the meaning the vocabulary itself.

Learning vocabulary for young learners is very important to be taught because it is the main aspect in English. The application of vocabulary learning with cellular phone media (m-learning) is a learning application that is designed attractive in order to make young learners are enjoy in learning English, with the result that the main purpose of learning vocabulary are reachable. The young learners also can learn not only from learning area, but they also can learn anywhere and anytime they want. This learning application is a learning media that is designed with the combination of graphs, texts, audio and pictures.

1.2. Problem Identification

The main problem of this study from the background above is "how to design a mobile based application of vocabulary learning with cellular phone media (m-learning) for young learner in order to optimize the parents' cellular phone?"

1.3. Purpose

The writer's purpose is to design a mobile based application of vocabulary learning with cellular phone media (m-learning) for young learner in order to optimize the using of parents' cellular phone.

1.4. The Significance

The result in designing this application may bring benefits as follows :

a. The parents' mobile phone do not only use as media of communication, entertainment or games but also can be used as learning media for their young children.
b. The young learners have opportunities to learn English vocabularies using mobile phone as learning media wherever and whenever they want to learn.

THEORETICAL FRAMEWORK

2.1. Mobile Application

Mobile application is an application that is designed specifically for run on a mobile device. This mobile device generally grouped based on its platform. (Van Wellis Indonesia, 2013)

2.2. Learning

Learning is a process that is done by the leaners to reach objective of study. In order that the learner are able to reach the optimal objective, the additional time is needed out of class to read, write, discuss with other learners, and answer the questions, etc. Next, the scenario of formal learning in the classroom becomes informally learning, happens in unpredictable time and places. (Ahmadi, 2010) in (Setiawati, 2012).

2.3. Learning Media

The process of communication and media are whatever that deliver or bring information to the information receivers. Basically, the teaching learning process is a process of communication, the information of message that communicated is the content or the instructional material which is written in the curriculum, the source of information is the educators, book writers, designers and other learning media makers. There are some variation about the meaning of learning media. There are some media expert who define the learning media that only refer to tools or hardware, other experts focus on the software. (Suherman, 2009)

Learning media in general is a teaching aid in teaching learning process. Something that can be used to stimulate the learners intelligence, feeling, attention, ability or skill with the result that prompt the process of learning. This scope is quite wide and deep covering the meaning of resources, sphere, human and method which are used on the purpose of learning or training. (Hariyanto, 2012)

2.4. Learning for Young Learner

According to Muliawan (2009:15) in Pebriani (2012:2), the learning for young learner is education given to the young ages from two until six years old. The learning for young learner also known as pre-school, play group, or kindergarten.

The objective of learning for young learner basically to optimize the stimulation on all of children growing aspects, such as physical, intellectual, social, emotional and language developing. Those aspects influence each others.

2.5. Vocabulary Learning for Young Learner

Nurhadi (2012) stated that the way children's learning and also the way how to teach it depends on the stages of their growing. The young leaners like to imitate and they often do not recognize themselves and sometimes they are to follows the activities that prepared by their teachers. The English learning materials for young learner should be given equal to their development level and should be given based on the scopes, such as colors, numbers, animals, fruits, shapes, alphabet, etc. They will have the moment of learning through play and for them, playing is learning. That is why parents and educators should give them activities that suitable to their world, playing.

2.6. Mobile Based Learning (M-Learning)

Mobile learning (m-learning) refers to the using sets of hand and mobile equipment, such as PDA, mobile phone, laptop or tablet PC in teaching learning process. M-learning is a unique learning because the learner can access the materials, instructions and related application whenever and wherever (Holzinger: 2005 in Tamimuddin: 2014).

METHODOLOGY

3.1. Framework of Study

The framework of this vocabulary learning application is as follow :

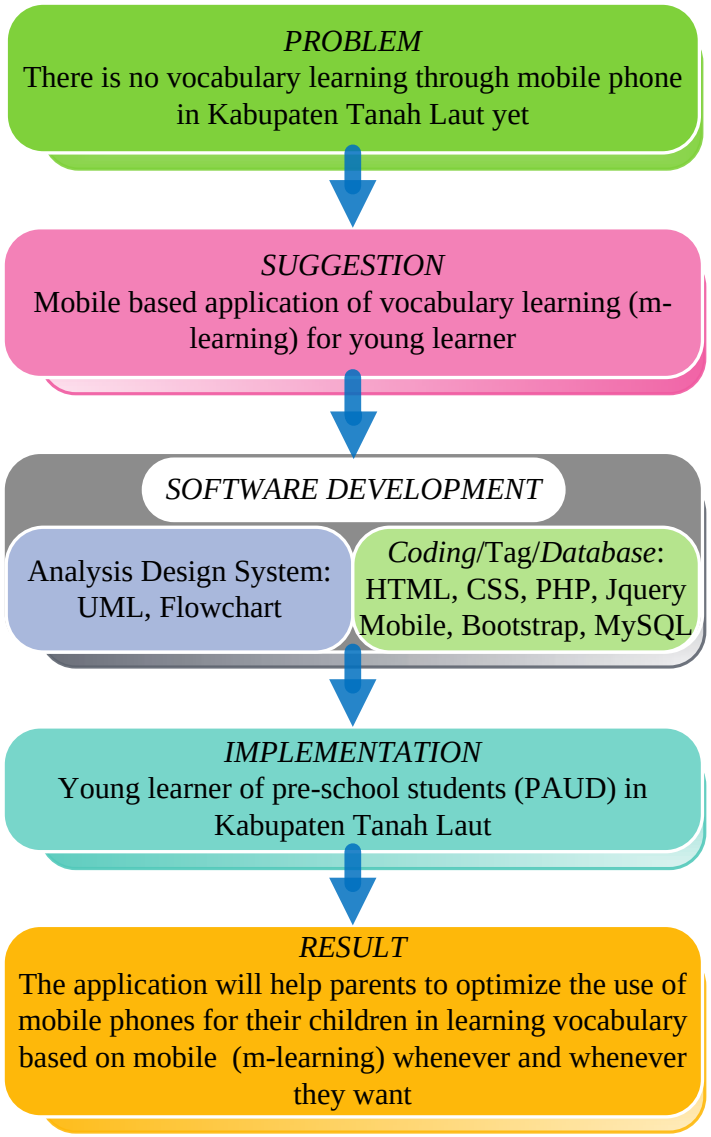

Figure 1. The framework of study design

The explanation of the framework above can be seen on table 1 below :

Table 1: The explanation of the framework of study design

No.	Design	Explanation

1	*Problem*	The problem that want to be solved as the reason why this application is designed, such as there is no vocabulary learning application through mobile phone yet.
2	*Suggestion*	Based on the problem above, the writer suggests a learning media that is designed as a solving problem, such as mobile based application of vocabulary learning (m-learning) for young learners
3	*Software Development*	is a developing system that used to design this application, such as: 1. Analysis system: UML and Flowchart diagram. 2. *Tag*/*coding* with HTML and CSS in design, PHP as the language program, *jQuery Mobile* as the *framework*, and MySQL for the *database*.
4	*Implementation*	is the place where this application will be used, such as at one of the pre-school in Kabupaten Tanah Laut.
5	*Result*	is the product as an application that is expected to be used in order to help English vocabulary learning that will be used in pre-schools. Through this learning media, the young learners are expected enjoy to learn English vocabulary based on the mobile (m-learning).

3.2. Method and technique of Study

In analyzing and collecting data, the writer uses some kind of method and technique of study. Method of this study is qualitative and the technique of this study are: 1) literature study, 2) observation, 3) questioner.

DISCUSSION

4.1. Need Analysis

"Mobile based application of vocabulary learning (m-learning) for young learners".

The reason why this application is designed is in order to increase the young learners' interest in learning English vocabulary. The target users of this application is the young children in pre-school, who are in the age of 4 – 6 years old and their parents use some kind of mobile phone.

The writer sent 60 questioners to parents and receipt back 53 questioner. Almost 90% of parents agree if the writer design this application.

4.2. Design Result and Implementation

The design result of the application as the implementation for the users are shown on the figures below :

Figure 2. Form Home user

Explanation:

1) The button *Let's See My Vocabulary* is the learning menu. If you click this button you will go to the *Home Let's See My Vocabulary,* which consist of 6 scopes: alphabet, numbers, animals, fruits, colors and shapes as follow :

Figure 3. Form Home Let's See My Vocabulary

Next, if you click the *alphabet* button, you will go to :

Figure 4. Form Learning Alphabet

And so on to the other scopes.

2) The button *Yes..!! I Remember* is the exercise menu (Figure 2). If you click this button, you will go to the *Home Let's See My Vocabulary,* which consist of 6 exercises equal the scopes: alphabet, numbers, animals, fruits, colors and shapes as follow :

Figure 5. Form Home Yes..!! I Remember

Next, if you click the *animals* button, you will go to :

Figure 6. Form Exercise Animals

And so on to the other exercise scopes.

CONCLUSION

Based on the description above, it can be conclude that mobile based application of vocabulary learning, known as m-learning for young learners in the age of 4 – 6 years old is an on-line application through the parents' mobile phone where the interface consists of sound and symbols/pictures (audio-visual). This application accommodate the menu of learning and exercise with the result that parents can measure their children remembrance.

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Putting Song as Supplementary Material In Introducing English Language Vocabulary at Elementary School

Enni Akhmad
IAIN Sultan Amai Gorontalo
ennimakassar@gmail.com

This paper discusses about teaching and learning English at Elementary school. It is trying to argue a model of teaching and learning English, especially at elementary school. The model is argued bases on the philosophy of children character. They like to play and it becomes their world. Playing is identical with enjoy and cheerful situation. Cheerful situation can be created by adapting song as supplementary material in teaching and learning process. Material is taught at elementary school focus on how to introduce vocabularies to students. At once the vocabularies will be easy to be introduced by composing them in a song. For example, when the teacher is going to teach the students the name of animals, he/she can take "OLD MC DONALD" song, the words are about the name of animals and their sounds. It is also, when the teacher is going to teach how to count and the name of tools, he/she can take "THIS OLD MAN" song. Its lyric is about count and mention tools, the number and the name of tools can be replace, depend on the students need. Song can stimulate the human brain faster, because it contains rhythm. At once, song is which composed by lyric and rhythm can be easy for children to memorize or to imitate the words, because they are in enjoy situation. Song brings them into cheerful condition, therefore it is easy for teacher to motivate them to involve in teaching and learning process.

A. INTRODUCTION

English language as the foreign language in Indonesia recently has been taught at elementary school and has been introduced at kindergarten school. English language subject at elementary school has been taught since academic year 1994 as local content subject. It is realized by publishing the constitution of Republic Indonesia number 2 in 1989 about national education system and followed by government regulation number 28 in 1990 was mentioned about human resource development. The decision was followed by legalization letter from The minister of Education and Culture number 060/U/1993 on February, 25th in 1993, which was enabled English language subject to be taught at elementary school as local content subject.

Teaching English language at elementary school should base on the principle of teaching language to the children. Teaching language to the children usually refers to the theory of development psychology which was argued by Jean Piaget (1896 – 1980). Piaget states a theory of development psychology which related to cognitive element. According to Piaget, the children learn from their environment by developing what have been they pursued and they will interact with what they have been found in their surroundings. In interacting, they will do an action to solve their problems and they start to learn.

Referring to the paragraph above, teaching language to the children at elementary school begins from creating a situation of language (English language) in

the classroom. The teachers prepare English language environment in the teaching and learning process, by paying attention to students' interest and students' motivation. On another theory, children are identical to play game, learn in enjoyful and fun circumstances; therefore one of cheerful situation is attracting them by singing a song.

Song has been adapted in teaching and learning process since many decades, some researchers have been proved that song is effective to catch the students' interest and to improve the students' motivation. It is also effective to introduce words to the children, because songs are composed by the lyric. It contains words and sentences. It is easy to be memorized by the students', because song has the rhyme.

There are many English songs have been composed especially for children learners. The songs introduces about numbers, names of weather, kinds of color, names of animal, etc. When the songs are implemented in teaching and learning process, then it will improve the students' motivation to learn English and at once make them easy to memorize the vocabulary of English.

Based on the explanation on the paragraph above, it is reasonable that song can be adapted as supplementary material in teaching English at Elementary School. On the next part of this writing, it will give further explanation about the role of song in teaching and learning process, some examples of children songs, vocabulary and the way to teach it at Elementary School.

B. THE ROLE OF SONG IN TEACHING AND LEARNING PROCESS

Song has a long history and is as old as music itself since singing is the oldest means of musical communication. There has always been a folk which has been created not be any composer, but by an ensiverace of people who song their hopes, dreams, and frustrations, who translated stories and legends into poem and melodies. The treasure of vocal music emerged in many different countries, nursed and grown by the people themselves. Ewen (2005: 54) argues song is divined as the joined of word and music to art under emotional pressure coalescing into the thought. Otherwise, Nambiar (2007 : 80) song is a piece of art work inspired by story of life, it can be about happiness and sadness, love and hate, good and bad, feeling of despair or optimists. It becomes more interesting with various matters that may be conveyed by the messages of songs.

Refers to the definition of song, it can be understood that it is suitable for adapting in teaching and learning process, because a foreign language class should be enjoyable, motivating, and creative. Songs with their musical background can bring into the classroom atmosphere of gaiety, fun, and informality which is far more conducive environment for language learning them a strictly regimented atmosphere. In other words, Mc Donald (2008 : 79) songs can be helpful in creating a positive learning environment and generating favorable expectations of the class.

Using songs avoid the heat of an early spotlight landing on timid students; they also wrap the students' misperception of how difficult it is to use a new language. It seems that songs bring the students closer to the native speakers' pronunciation, activate them doing class hour, raise a positive attitude toward a new language which motivate them to learn the new language intrinsically.

There are some reasons why song is used in language teaching :

1. Songs have a great tendency to attract the attention of people that other forms of the mass media may lack

2. Students are often willing to learn to sing a song in a foreign language even if they do not fully understand or partially understand the meaning of the words
3. Songs introduce an atmosphere of gaiety, fun, informality in the classroom which is far more conducive environment for language learning than a strictly regimented atmosphere where students are pounced upon for the least bit of deviation from grammatical norms or for making any unnecessary noise.
4. Songs permit maximum participation of the students in that the whole class can sing simultaneously

In addition, Griffee (2009: 4) gives some reasons of using songs and music in the language classroom. There are six categories, namely: classroom atmosphere, language input, cultural input, text, supplements, teaching and students' interest.

Songs and music can be used to relax students and provide an enjoyable classroom atmosphere. Songs, more especially instrumental music, give as the external cover we need to feel more secure while at the same time providing the internal support to carry on with the task. As language input, songs provide rhythm and speech; sensitivity rhythm is a basic and necessary first step in learning a language. In using songs and music in the classroom, we are exposing students' to the rhythm of language. For supplementing material, songs can be used to supplement a textbook or can serve as the text itself in a variety of teaching situation such as: (1) using a song after regular lesson; (2) using a song for a change pace; and (3) using a song for special occasion.

Song and music can be used as a launching pad for conversation in the same way that poetry or other forms of written discourse can be used; their form can be discussed or their content can offer springboard for class discussion. Songs are especially good at introducing vocabulary because they provide a meaningful context for the vocabulary. They also provide a natural context for the most common structure such as verb tenses and prepositions.Songs can be used for pattern and memory retention. If appropriate tasks are given, songs give pleasurable repetition with no boredom and provide active participation in the language.

C. SOME EXAMPLES OF CHILDREN' SONG

Songs are adapted in this paper is the songs have been familiar as the children English songs, they have been presented and publicized either in written forms or recorded forms. They also listed on some textbooks English material for children. Some examples of the songs are listed below :

1. THIS OLD MAN

This old man, he played one
He played nick nack on my thumb
Paddy whack, give a dog a bone
This old man came rolling home

This old man, he played two
He played nick nack on my shoes
Paddy whack, give a dog a bone

This old man came rolling home

This old man, he played three
He played nick nack on my knee
Paddy whack, give a dog a bone
This old man came rolling home

This old man, he played four
He played nick nack on my cheek
Paddy whack, give a dog a bone
This old man came rolling home

This old man, he played five
He played nick nack on my hands
Paddy whack, give a dog a bone
This old man came rolling home

Through the teacher can learn the students' vocabulary of numbers and vocabulary of part of body. While they are singing, they can memorize and at once pronounce the words given.

2. Old MC Donald

Old Mc Donald has a farm ea… ea… oo
And on that farm he has a cow, ea…..ea….oo
There a moo,here a moo, everywhere a moo…

Old Mc Donald has a farm ea… ea… oo
And on that farm he has a cow, ea…..ea….oo
There a moo,here a moo, everywhere a moo…

Old Mc Donald has a farm ea… ea… oo
And on that farm he has a duck, ea…..ea….oo
There a kwek,here a kwek, everywhere a kwek…

Old Mc Donald has a farm ea… ea… oo
And on that farm he has a goat, ea…..ea….oo
There a be..,here a bik.., everywhere a bik…

Through this song the teacher can learn the students about names of animal and their sound. It will motivate the students very much, because the lyric is easy and the rhythm is cheerful and attractive.

When the teachers want to introduce or to learn the alphabet and their speling in English, he/she can let the students to sing the ABC Song. The lyric is listed below:

3. ABC SONG

Come a mimi come to me
Let's we sing our ABC
ABCDEFGHIJKLMNOP
QRS and TUVWXYZ

Now you know your ABC
Let's tell what you think of me.

The teachers also can learn the students to know the vocabulary of the names of thing in the classroom by putting the song of "THIS IS AND THAT IS"

4. THIS IS AND THAT IS

This is a pen, this a ruler
This a book, and this a bag
That is a door, that is a window
That is a lamp and that is a picture

5. Follow Me

Follow me…follow me, hands up! Hands up!
Follow me…follow me, hands down! Hands down!
Follow me…follow me, wave your elbow!
Follow me…follow me, bends your knee!

D. MATERIALS ARE TAUGHT AT ELEMENTARY SCHOOL

a. Children Language Development

Generally, the materials are taught at elementary school is vocabulary. The teachers give material based on the step of children language acquisition. In detail, the children language acquisition can be explained on some periods, namely :

1. Pre-lingual period (0-1 year)

It is called pre-lingual method because the children are not be able yet to utter 'speech utterance' as like as the adult utterance, it means they do not follow the rules of language generally. In this period, the contrast development is comprehension development; the children use passive language. For example, the children give response to the speech by looking to the speakers at and give different response to the friendly or unfriendly sound, the soft and the hard sound.

2. Early Lingual period (1 - 2,5 year)

In this period, the children begin to utter their first words, even though it does not complete yet. Moreover, the language development in this period is rapid: it can be divided into two periods, namely one word sentences, and two words sentences (Samsunuwiyati, 2011: 62). Referring to the grammatical rules, one word sentences are not assumed as sentences, but the linguist who concerned on children language acquisition state that the children' first utterances have more than a "word", because their words are the expression of their complex idea, which had by the adult. Generally, first words are used to give comment toward the object or event in their surroundings. For example, the word "mother" gives some interpretation "Mom, come in, Mom help me, mom, that is my shirt, etc. It is depending on the time and the situation of the utterance. While, two words sentences period indicate that the children start to understand a theme and to try to express it.

3. Differential Period (2,5 – 5 years)

In this period, the children are able to differentiate the usage of words and sentences. Generally, the characteristic of language development in this period explained as follows :

- On the end of the period, the children have mastered their mother language; it means that the grammatical rules of adult have been well in their understanding.
- The phonology development has been ended; some difficulties of pronouncing complex consonant may be done.
- Vocabulary is developed; either quantitative or qualitative. Some abstract concept such as time, place and quantum start to appear.
- Noun and verb are differentiated, according to the usage, indicated by the usage of preposition, pronoun, and auxiliary verb.
- Language function as the tool of communication is done, the children are able to converse and can be understood by the adult
- Children perception and experience about their surroundings start to share to others, by giving critic, asking, ordering, talking, etc
- The morphology stage is developed, indicated by the usage of plural forms, change of verbs, and etc (Samsunuwiyati, 2011: 67).

4. Language Development after 5 years age

The new characteristic of children language development after 5 years age is their ability to understand abstract concept on higher level. On semantic level, the children experience rapid development which reflected on vocabulary enrichment, the usage of conjunction words, the usage of prepositions are more accurate and the usage of words which have two meaning, namely concrete and abstract meaning (after 12 years age). On the 7 years, the children can use passive sentence, it means they understand grammatical rules about general assumption with open -minded to special principle, act economically in uttering word or sentences. On junior high school age, the children' speaking ability develop, their syntax are more complete with structural variation and vocabulary enrichment, either on written or spoken.

b. Children Speech

The children speech is consisted on two stages, first stage and the second stage: first stage has two kinds namely telegraphic speech and pivot open grammar. Bown and Fraser (in Samsunuwiyati, 2011:68) state that children speech on the first stage is similar very much with telegraphic sentence. It means that the children formulate message in very simple, as same as the adult send telegram. The words are omitted on telegraphic usually, pronoun, auxiliary, conjunction, preposition, articles, copula, syntactic morphemes.

The children stage on second stage mainly talks about the mastering of suffix morpheme usage. From the research has been done to three children in America, Adam, Eve, and Sarah has given illustration about how a child study all modulation as stated by the children in morpheme.

Based on the children language development and the children speech stage, the materials of English lesson should be began by introducing vocabulary contains on content words. Therefore, some English subject books for elementary school always begin its material with names of animal, names of fruit, numbers, and color. For instance book material was published by Erlangga Publishing *Grow with English Book*

1,and *2*. Even though it gives the theme for every unit, but its focus on how the children master the content words or have vocabulary.

E. CONCLUSION

The conclusion can be made after the explanation above, listed as follows :

1. Song is effective very much to interact and to improve students' motivation to involve in teaching and learning process, because it adds variety of the lesson
2. Song is effective very much to supply the lesson material, because song can be used after regular lesson, before regular lesson, or include in regular lesson.
3. Song provides an enjoyable classroom atmosphere and at once provides vocabulary and tenses which learnt by the students in regular lesson.

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THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING READING COMPREHNSION AT A VOCATIONAL HIGH SCHOOL IN JAMBI

Sonang Panjaitan and Hadiyanto
panjaitansonang@yahoo.com

1. INTRODUCTION

Scientific Approach is a teaching approach emphasized in curriculum 2013 to be implemented in teaching for all levels of students and all subjects at school. Scientific approach is the inquiry learning that contains constructivism. There are three domains should be achieved by the students by implementing scientific approach in learning process. They are attitudes, knowledge , and skills(Permendikbud RI no 65, 2013).

However, SMK Negeri 3 Jambi, one of the schools that implements curriculum 2013 doesn't follow the operational standard process as stated in the curriculum. Based on the writer's observation that most teacher at SMK Negeri 3 Jambi doesn't apply this teaching approach in their teaching. This is because there are still problems in applying the approach in teaching and learning. First, scientific approach is a new approach particularly in English teaching. English teachers are not familiar yet with the approach. Second, applying this approach is a difficult challenge as teachers are not supplemented with adequate examples of implementing scientific approach in English teaching. Third, there are not sufficient sources such as; the books, modules, or other writings can be used in applying the approach. Forth, most English teachers at SMK Negeri 3 Jambi are not trained yet how to implement scientific approach in English teaching.

This study focussed on teaching reading comprehension, the use of scientific approach in teaching reading comprehension. Teaching reading comprehension is always problem for English teachers at this school. Some teachers are not interested in this skill . The same as teachers, studying reading comprehension is also problem for students. The students always get bored when studying reading comprehension. This is because the English teachers do not pay much attention to the way of their teaching. The students said that reading is not necessary for vocational high school students. They said that technical vocational high school students do not need to study English particularly reading comprehension. On the other hand reading skill is an important skill for students as the foreign language learners. Reading is the skill in which students will have the greatest ability at the end of their language study. It can serve as a vehicle for entering into the belles letters of country's present and past civilization. The ability to read will stay with them longer than the other skills and it is the skill that will be most convenient to use (Chastain K, 1983). Through reading, everyone can get information about science, and technology that perhaps they do not know before. Reading is the most efficient way to acquire information about many aspects in the life, since most of available information is delivered in printed media such as journals, newspapers, magazines and books. Therefore, having a good reading skill is needed to know the content of that information. Even in the internet, the information is presented in written form, so the users need to read the information.

Based on the writer's teaching experiences as a teacher for years at public school, most English teachers don't pay much attention to the way of their teaching especially in teaching reading comprehension. Many English teachers use conventional

method in teaching reading such as just ask students to translate the text and answer the questions. Therefore the students as the second language learners, always fail to comprehend the text they learn. The students do not enjoy the lesson, get bored, can't engage with the text, can't develop English skill. As the foreign language learners, there are language aspects that influence in comprehending a text. Approach to teaching is very important in the success of the students in learning. In fact, when learning reading comprehension in the classroom the students often get bored, no motivation, passive, and most students always get low scores in the examination since the way of learning is monotonous. There is something wrong in the approach to teaching them. The students are not conditioned actively, creatively during the learning process as stated in the principles of scientific approach.

Based on the above reasons and explanation, the writer would like to conduct a research on the implementation of scientific approach in teaching reading at the Xth grade students of SMK N 3 Jambi. To make it clear, the writer wanted to find out how the teachers implement scientific approach in teaching reading comprehension . The writer also wanted to find out how the students encounter reading subject. Then the writer would like to find out if the students' score of reading comprehension improve from cycle to cycle. There are three questions in this case that sought to be answered. 1)How does a teacher implement scientific approach in teaching reading comprehension? 2)How do the students encounter reading comprehension by applying scientific approach ? 3)Does the students' score of reading comprehension improve from cycle to cycle?

2. REVIEW OF RELATED LITERATURE

2.1. Scientific Approach

The concept of scientific approach

Scientific approach is a teaching approach emphasized in curriculum 2013 in the learning process. Scientific approach is the inquiry learning that contains constructivism. By implementing scientific approach in teaching and learning practice the students construct their own understanding and knowledge through experience things and reflecting on those experiences. When they encounter something new, they have to reconcile it with their previous ideas and experience, maybe changing what they believe, or maybe discarding the new information as irrelevant. In any case, the students are active creators of their own knowledge. To do this, teacher must ask questions, explore, and assess what the students know. In teaching the teacher must encourage students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure he/she understands the students' pre existing conceptions, and guides the activity to address them and then build on them (Permendikbud no 65, 2013).

In scientific approach the teaching and learning process touches three development domains. They are attitude (Dyers, J.H.(2011, knowledge Bloom (1956), , and skills Dyers (...),which are elaborated in each level of education unit. The three competency domains have the gaining line of different psychology. Attitude is obtained through the activities of accepting, responding, organizing/internalizing, and characterizing/actualizing. Knowledge is obtained through the activities of knowing,

understanding, applying, analysing, and evaluating. While skill is obtained through the activities of observing, questioning, experimenting, associating, and communicating.

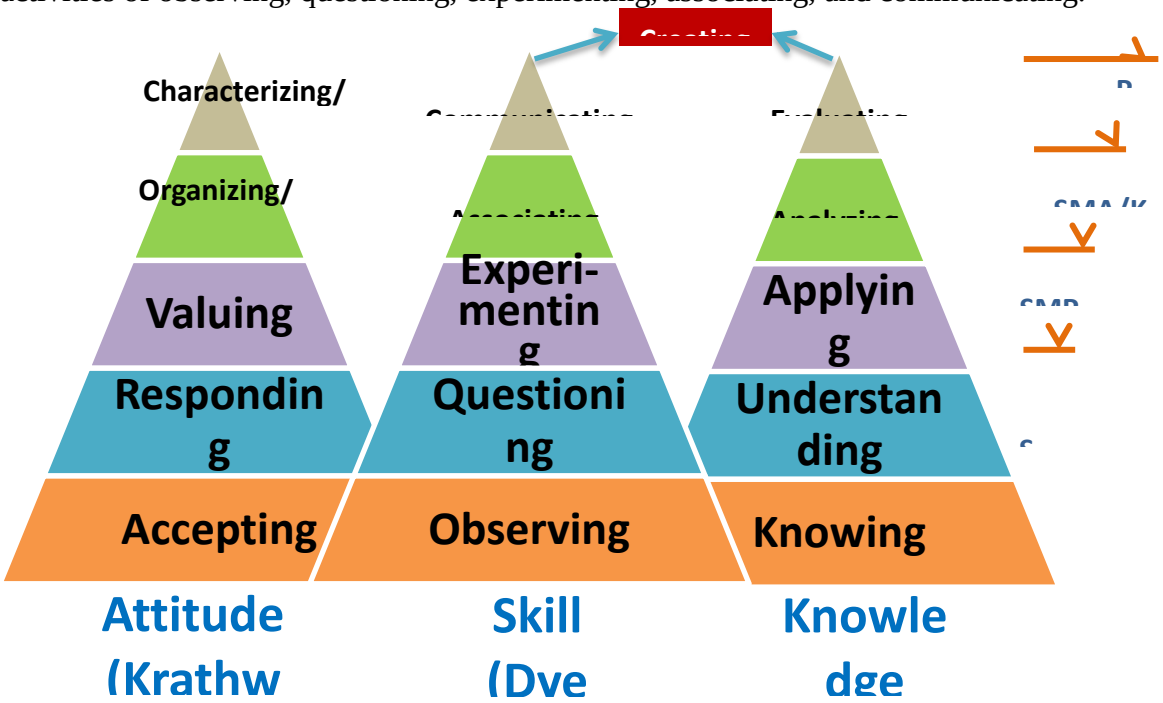


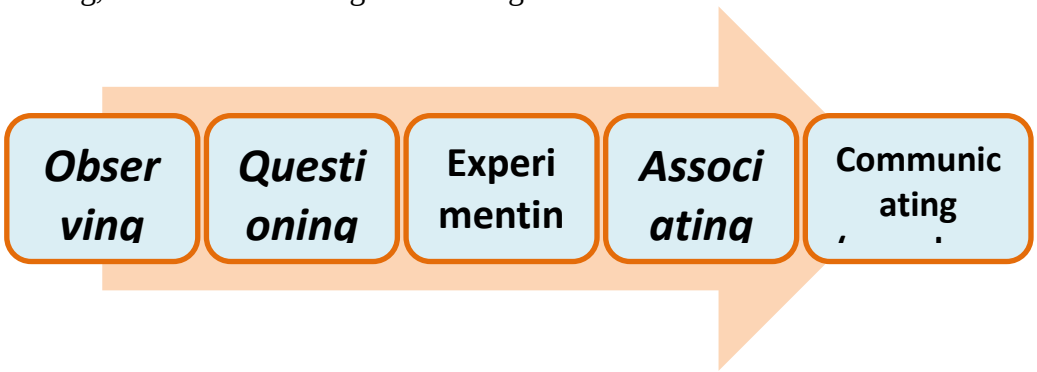
Figure 2.1 Three domains that support creativity in learning process
Adapted from training material of curriculum 2013

The learning principles in Scientific Approach

Principles of learning activities in scientific approach are; students centred, developing students creativity, creating pleasure and challenge condition, containing values of ethics, aesthetics, logics, and kinesthetic. Scientific approach provides various learning experience by applying various strategies and the enjoyable, contextual, effective, efficient, and meaningful learning style (Permendikbud no 81a, 2013).

The learning steps in scientific approach

According Permendikbud no. 81 A in 2013 attachment IV, the learning process consists of five basic learning experiences are: observing, questioning, experimenting, associating, and communicating as in the figure below.



Pendekatan ilmiah dalam pembelajaran

Figure 2.2. Five steps in learning process

Adapted from Dyer's scientific approach

The five basic learning can be simplified in a variety of learning activities as described in the following figure :

Learning steps	**Learning activities**	**Competence development**
Observing	Reading, listening, looking at(without or with a tool)	Training seriousness, thoroughness, searching information
Questioning	Asking questions about the information that is not understood from what is observed or questions to obtain additional information about what is observed (starting from a factual question to the hypothetical question)	Developing creativity, curiosity, the ability to formulate questions to establish critical thinking necessary for intelligent life and lifelong learning
Experimenting	Conducting experiments, reading other sources than textbooks, observing objects / events interviewing with informants	Developing thorough attitude, honest, polite, respecting the opinions of others, the ability to communicate, implementing the ability to gather information through a variety of ways to learn, develop the habit of lifelong learning
Associating	Processing the information that has been collected either limited from the collecting activities / experiments or from the results of activities and events observed to collect information	Developing a honest attitude, conscientious, disciplined, rule-abiding, work hard, the ability to apply the procedures and inductive and deductive thinking skills in concluding
Communicating	Presenting the results of observations, conclusions based on the results of the analysis of oral, written, or other media	Developing a honest attitude , conscientious, tolerance, the ability to think systematically, expressing opinions clearly and concisely, and developing good and right language skills.

Figure 2.3. Five basic learning specified in a variety of learning activities
Adapted from Dyer's scientific approach modified by Kemendikbud

2.2. Reading Comprehension

The concept of reading comprehension

There are two terms discussed when talking about reading comprehension, they are reading and reading comprehension, because in reading we talk of comprehension and the aspects that effect the process of comprehension. Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing) (Grabe, 1991). Good readers can understand the individual word, group of words, and sentences and the organizational structures of a text. They know most of the words in the text already. However, the readers of second language (SL) and foreign language (FL) should monitor their understanding when they read a text, since sometimes the readers lose the meaning of what they are reading. When a reader doesn't catch the meaning, he tries to find out the causes of why he doesn't understand the meaning. It can be because of his lack of understanding the vocabulary or the structures of how the sentence are constructed. For this reason he tries to search the meaning and how they are constructed. In this occasion, the process are happening from he doesn't understand to become he understands. In other words, the vocabulary and grammar acquisition are taking place.

Reading comprehension is the ability to convert written language into forms nearer those used in inner thought or dialogue (Garner, 1988). Therefore there are some aspects that gives difficulties in comprehending the reading text. In comprehending a reading text one tries to understand the knowledge of words, arrangement of the words and group of words, and to comprehend the organization of paragraph according to the convention of written English. In this case, the reader should analyse a word, a group of words, the arrangement of the words, how the words are constructed in order to catch the meaning in relation to what the context of text about, in what filed the reading are talking about(Garner,1988).

A text is any piece of written language that convey meaning (William, 1987). Therefore, every written language is a text whether it is announcement, letter, advertisement, information etc. It means through reading we find many various words and grammar in different context and through reading natural context are found. In this study what the writer means by texts are those written in the textbook of vocational senior high school.

As explained above that reading is not a passive process, in which a reader takes something out brings his knowledge to recognize some aspects what is in it. They can be the message, vocabulary knowledge, grammar knowledge etc. When a person reads a text, he is attempting to discover the meanings of what he is reading using visual clues of spelling, his knowledge of probabilities of occurrence, his contextual pragmatic knowledge and his syntactic and semantic competence to give meaningful interpretation of the text.

3. METHOD

The writer used the research design the Spiral model by Kemmis and McTaggart (1998). The main concept of the action research of spiral model by Kemmis and McTaggart consists of four components, they are planning, acting, observing, and

reflecting. This four phases are considered one cycle. After finishing one cycle, it was continued by the second one.This research was conducted in three cycles.

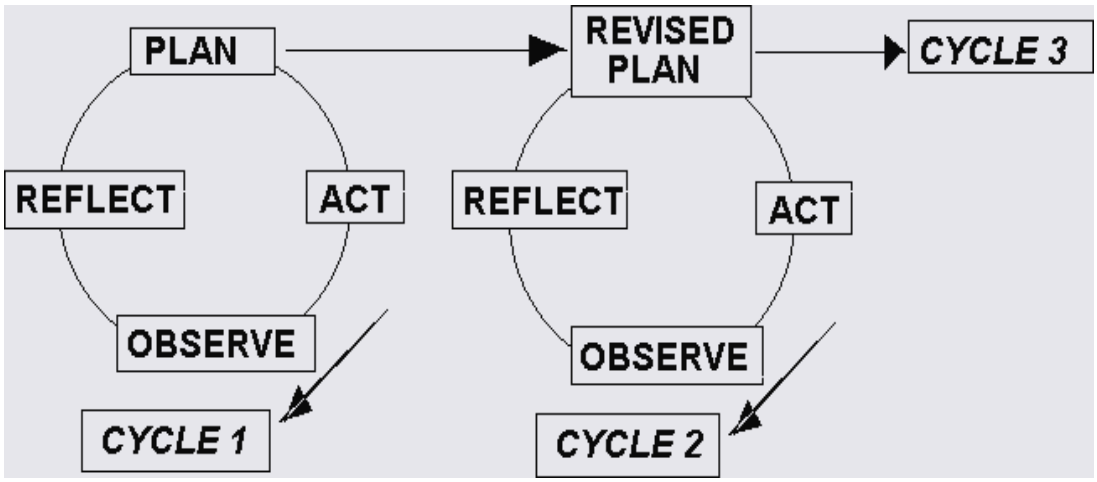


Figure 3.1 the Procedure of Classroom Action Research
(Adapted from Kemmis and Mc Taggart's model, 1998)

3.1. Subjects of the study

The subjects of the study are the students of class X TAV (Technique Audio Video) of SMK N 3 Jambi in academic year 2014/1015 which consists of 24 students. The writer conducted the research here since the writer teaches in this class. This is to make easier to manage the students and the class since he also has the long experiences teaching in this school. During his teaching in this school the writer noticed that the students are very poor in comprehending a reading material. The students also have low motivation in learning this skill so other approach is needed to teach them to improve their reading comprehension.

3. 2. Data collection and data analysis

Teacher's note, students' diary, and test were used as instruments to generate data. The data aim to support the success of the research. The instruments help the writer to get information about how the teacher teaches reading comprehension by applying scientific approach, and how the students learn reading comprehension, how are their scores from cycle to cycle through the variety of learning strategies, various tasks, discussion techniques, grouping, and the choice of interesting reading material. The descriptions are as follows :

Teacher's note

The teacher's note was obtained through note taking during the learning process. The researcher was to write the scenario of the teaching and learning, progress, and problems found during the learning process, from the beginning of each cycle until the end in which each cycle consist of planning, acting, observing, and reflecting. The teacher as the reseacher made notes what he and the students did during the teaching learning process.The teacher indentified the problems in each cycle and the improvement that the students achieved from cycle to cycle.

Students' note

Students' note is a kind of diary written by each student at home after the learning process and collected in the following day. In their note the students wrote their experience during the teaching and learning process took place such as the scenario of the learning reading comprehension, how they studied it, and how the teacher taught them reading comprehension, what parts make them enjoy and what parts make them find difficult to do. This is to get their comment of how they acquire reading comprehension during the teaching learning process. The researcher also provided a paper that contained a guidance to write.

Test

Test was given after finishing one cycle. The results were analysed by calculating the individual degree of score and subject mean score, classifying the scores based on the standard assessment based on curriculum 2013. How many percents of the students could achieve minimum mastery criterion (KKM) of score of 75. The score analysed consists of tests obtained from cycle I and the next cycle . From the result then was obtained the students' progress in reading comprehension from cycle to cycle.

Table 3.1 : The classification of the score based on Curriculum 2013.

No	Score Interval	Predicate	Competence Grade		
			Knowledge	Skill	Attitude
1	95 - 100	A	4	4	SB
2	90 - 94	A-	3.66	3.66	
3	85 - 89	B+	3.33	3.33	B
4	80 - 84	B	3	3	
5	75 - 79	B-	2.66	2.66	
6	70 - 74	C+	2.33	2.33	C
7	65 - 69	C	2	2	
8	60 - 64	C-	1.66	1.66	
9	55 - 59	D+	1.33	1.33	K
10	51 -54	D	1	1	
11	Below 50	E	0	0	-

3.5. Validity/Reliability

In this research the test was given to the students in three times; Test 1 in cycle I, test 2 in cycle II, and test three in cycle III. Each test was given at the end of each cycle after finishing all activities in teaching and learning reading comprehension by implementing scientific approach. Each test was to measure how far the students comprehend the reading text after they learnt. The three tests were taken from the book

used in this level (Kemendikbud, 2014). Therefore the three tests are valid and reliable since the validity and reliability have been measured before by the government.

4. RESEARCH FINDINGS AND DISCUSSION

This action research implemented curriculum 2013. Based on curriculum 2013 the students are demanded to be active, creative, and innovative during their study and after graduate. The students must be able to solve their problem in learning. The learning steps used scientific approach which consists of five steps, they are observing, questioning, experimenting, associating, and communicating. To apply all the principles of the curriculum 2013 as described above, the teacher designed the students' tasks to make them active in all learning activities. During the teaching and learning process the teacher avoided talk much to create the learning activities to be the students centred learning. This study was conducted in three cycles.

Cycle one

Based on the teacher's note and the students' diaries, the action of cycle one was conducted in three meetings. First meeting was done on March 25, 2015, the second meeting was on March 27, 2015, and the third meeting was done on March 30, 2015. The teaching and learning activities implemented scientific approach based on curriculum 2013. The skill of the English language taught and learnt is reading comprehension. All the activities in the teaching and learning the reading comprehension was done according to the lesson plan had been made before. The lesson plan was arranged based on the English syllabus used in vocational senior high school and the model of the lesson plan used in those schools.

In observing step the students did Task I: the students were asked to read the text individually and find the general idea of the reading. The teacher asked a question what is the reading about and some students answered. In questioning step the students did Task II: the students were given the time to make questions related to the reading text, the teacher and their friends tried to answered the questions. In experimenting step the students did Task III: the students were asked to read the text again and write down all words they didn't understand. Task IV: The students were asked to find the meaning of the words they wrote by looking up the meaning in their dictionary, hand phone , internet or wherever they could find it. In associating the students did Task V: the students were asked to summarize one paragraph for one group, and then reported the result of their works. In communicating step the students did Task VI: first the group of the students combined the summary of each paragraph and gave them time to practise the result, after that one of the group member retold the reading comprehension. The last the test was given to them. All tasks of the students were designed by the teacher to make all students participate and active in the learning activities. The teacher's role was to manage, monitor, give instruction, and correct the students' mistake.

The problems faced by the students during the teaching and learning activities in cycle one are listed below.

1. The students were not active in answering teacher's question and giving comments.
2. The students found difficulties in making questions.
3. Finding out the unfamiliar words from the text was not an effective tasks. It was wasting time and not focus to the content of the reading.

4. The students found problem in pronouncing the words when reporting the words so it is difficult to understand.
5. The meaning of the words they found were not in the reading context.
6. The meaning of the words they found were not understood deeply, lexically, and syntactically.
7. They found difficulties in summarizing the paragraph and the text. The students didn't know which one was the main idea, and how to reconstruct the new sentences.
8. They found difficulties in reporting the summarizing. They could not communicate well. The had problem in speaking competence.
9. The test result was still very low. It meant they still didn't comprehend the text.

Revision of cycle one

Briefly, the revisions in the implementation of the teaching and learning process in cycle one were as follows ;

a) The teacher changed the model of task about finding out the difficult words from the text freely but provided some words considered not familiar to the students in order that the student didn't spend too much time in doing the task and to make it not go far from the text.
b) The teacher added more tasks on vocabulary and grammar knowledge related to the reading.
c) The teacher motivated the students to answer questions and give comments.
d) The teacher gave clear instruction in each activity of what the students did.
e) The teacher gave time for students to practice the pronunciation before reporting the words so they could pronounce the words correctly..
f) The teacher made the other task instead of summarizing the paragraph and the text to find out the main idea of the text.

Cycle two

The action of cycle two was conducted also in three meetings. First meeting was done on April 23, 2015, the second meeting was on April 25, 2015, and the third meeting was done on April 27, 2015. Based on the teacher's observation, students' diary, and the test results, some activities didn't run well and effective in cycle one . This was shown by the students when they did the task they had problem but for some tasks the students didn't find any problems in doing them. Therefore, some tasks and activities were revised in the planning phase of cycle two.

In observing step the students did Task I: the students were asked to read the text distributed to them and find the general idea of the text. In questioning step the students did Task II : the students were asked to make question related to the text. In experimenting step the students did Task III: the students were distributed the list of unfamiliar words take from the text and asked to match the words with their Indonesian equivalents. After that the students were asked to exchange his/her work result to their friend's sitting next to him/her. Task IV: the students were asked to fill the incomplete sentences by choosing the correct words provided. After that the teacher and the students discuss together. In associating step the students did Task V: The students were asked to fill the charts in groups to find the main idea and supporting sentences of one paragraph for one group. After that they reported the results of their work. In communication step The students did Task VI: The students in the new group member

were asked to combine the main idea and supporting sentences done in Task V. After that they were given the time to practise , and then retell the content of the reading. The last the test was given to them. In this cycle all the students' tasks were designed by the teacher to make the students participate in the learning activities some tasks were the same as in cycle I and some tasks model were changed. The teacher's role in this cycle was to manage the class, monitor, gave the instruction and correct the students' mistake.

The problems faced by the students during the teaching and learning activities in cycle two are listed below.

1. The students were not active in answering teacher's question and giving comments.
2. The students found difficulties in making questions.
3. The students found problem in pronouncing the words when reporting the words so it is difficult to understand.
4. The meaning of the words they found were not in the reading context.
5. The meaning of the words they found were not understood deeply, lexically, and syntactically.
6. They found difficulties in finding the main idea and supporting sentences from the text. The students didn't know which one was the main idea and supporting sentences, and how to reconstruct the new sentences.
7. They found difficulties in reporting their result discussion. They could not communicate well. The have problem in speaking competence.
8. There was an improvement of the test result but some students still got low score.

4. Revision of cycle two

The revisions in the implementation of the teaching and learning process in cycle two were as follows ;

a) The teacher gave time for students to practice the pronunciation before reporting the words. so they could pronounce the words correctly.
b) The teacher added more time for the discussion in each task.
c) The teacher was more involved in each students' activities to solve the problems in understanding the words or sentences in the reading.
d) The teacher helped students to make sure that they got the correct answer when they were doubtful of their friends' opinion.
g) The teacher kept on motivating them in joining the lesson and following all steps, tasks, and activities during the teaching and learning the reading comprehension.
h) The teacher and the students discussed the whole text after the students finished doing all activities

Cycle three

The action of cycle three was conducted also in three meetings. First meeting was done on May 20, 2015, the second meeting was on May 21, 2015, and the third meeting was done on 22, 2015. All activities during the learning process in cycle two were also evaluated by the teacher through the teacher's note, students' diaries, video and the students' test result. By the revised plan the teacher designed the technique and strategy of the learning process. After analysing the cause why the students faced

difficulties in doing tasks, the teacher gave the same task model as in cycle one because the problems were not in the task model but the problems were due to their lack of vocabulary and grammar knowledge. This was shown by, when doing the tasks they made many mistakes in understanding the words, constructing the sentences to express their idea and pronouncing the words or sentences. To overcome this problems the teacher held more discussion and explanation in every task done by the students.

In observing step the students did task I: They were asked to read the reading text individually in ten minutes and find the general idea of the reading. In questioning step the students did task II: they were asked to make questions related to the text. After that the time was given for students to answer and then the teacher. In experimenting step the students did task III: they were asked to match the words with their Indonesian equivalents. After that the class discussed the answer and the teacher explained more about the words. Task IV the students were asked to fill the incomplete sentences by choosing the words provided. After that the class discussed the answer and the teacher explained more about the words and the sentences. In associating step the students did Task V: The students were asked to fill the charts in groups to find the main idea and supporting sentences of one paragraph for one group. After that they reported the results of their work. In communication step The students did Task VI: The students in the new group member were asked to combine the main idea and supporting sentences done in Task V. After that they were given the time to practise , and then retell the content of the reading.

To make sure that the students comprehend the reading the teacher and the students discussed together from the beginning up to the end. The teacher read sentence by sentence then asked questions about the sentences to check their understanding about the sentences. The last the test was given to them. Since in this cycle there were more discussion, the students were more active. Many students participated in the discussion. This was shown by that many students answered teacher's question and gave comment. The students enjoyed the learning activities. The teacher's role in this cycle was more involved to help the students' problem in every activities done by the students.

The problems faced by the students during the teaching and learning activities in this last cycle was as follows.

1. They found difficulty in understanding the words and sentences deeply.
2. They found difficulty in constructing the sentences to express their idea.
3. The students found difficulty in pronouncing the words when reporting the words so it is difficult to understand.

The three problems above are generally faced by most students. The students were still lack of vocabulary and grammar knowledge. The students found difficulties in understanding the words, phrases and sentences. The students found difficulty in making the sentences. The students also often made mistakes in pronouncing the words. To minimize this in the last cycle the teacher was more involved in the discussion to help the students to understand the words, sentences and the text. The teacher also gave time to the students to practise their speaking before reporting the result of their task. Therefore in this cycle the problems were solved and the students could enjoy the lesson.

Test results

At the end of each cycle the test was given to the students. The test was to check how far the students comprehend the reading after all learning activities had finished. Since this action research were conducted in three cycles, the test was given in three times. The test result shows that the students' scores were improved from cycle to cycle. In test I the students' mean scores were 65.71, in test II the students' mean scores were 83.88, in test III the students mean scores were 94.3. While the students who could achieved the Minimum Mastery Criterion were also increased. In test I there were 20.8 % students achieved the Minimum Mastery Criterion, in test II 70.9% achieved the Minimum Mastery criterion, and in test III there were 96% students achieved the Minimum Mastery criterion. The mean scores of the students and the percentage of students who could achieve the Minimum Mastery Criterion (KKM) in three tests was shown the charts below.

Figure 5.1. The students' mean scores in test I, II, and III.

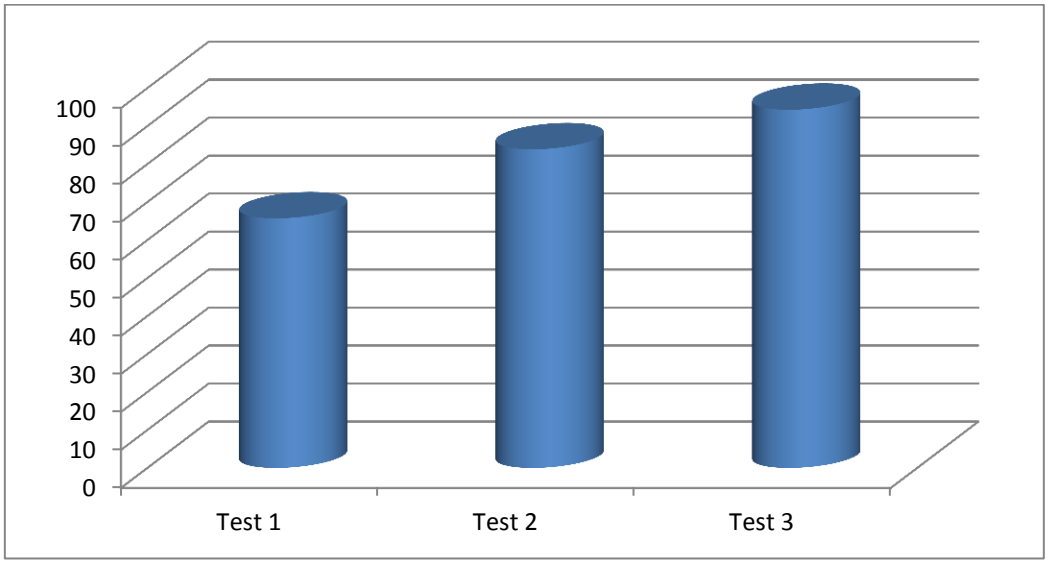


Figure 4.1. above described that the students' mean scores improved from test 1 is 65.71; test 2 is 83.88 , and to test 3 is 94.3 .

Figure 4.2. The percentage of students who could achieve the Minimum Mastery Criterion

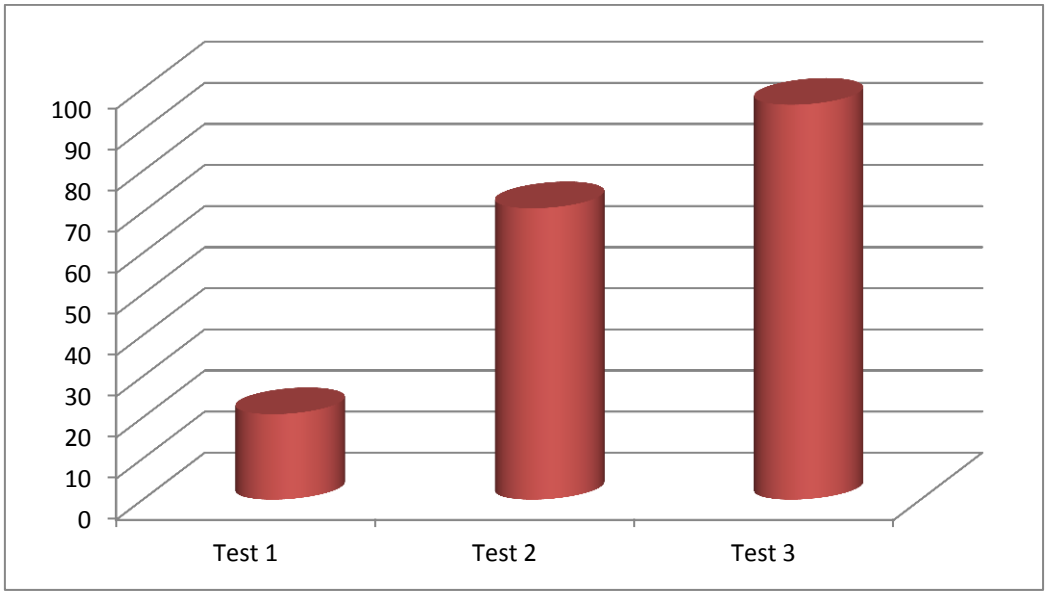


Figure 4.2. above described that the students' percentage who achieved the Minimum Mastery Criterion improved from test 1 is 20.8 %, test 2 is 70.9% , to test 3 is 96%

5.CONCLUSION

After finishing conducting the study of class action research at SMK N 3 Jambi in academic year 2014/2015 by implementing scientific approach in teaching reading comprehension, it can be concluded that the students enjoyed learning reading comprehension. The students improved their scores in reading comprehension from cycle to cycle after some revisions in designing of the students' tasks, and the role of the teacher in the class. Overall the implementation of scientific approach in teaching reading comprehension at SMK N 3 Jambi in the year of 2014/2015 is concluded as follows;

1. The teacher followed the five steps of the scientific approach ; observing, questioning, experimenting, associating, and communicating in the learning process.
2. The teacher designed tasks/activities done by the students adjusted to the five learning steps in scientific approach with the purpose of comprehending the reading text.
3. The tasks made by the teacher were to make the students more active, creative, and involved in the learning process as stated in the principles of scientific approach.
4. The students encountered reading comprehension by doing the tasks/activities given by the teacher individually and in groups.
5. The students were active, creative and more involved during the teaching learning process of the reading comprehension.
6. The students still faced difficulties in doing the tasks/activities in associating and communication steps.
7. The teacher made some revisions in each cycle after reflecting all activities and analysing the problems.
8. The students improved their score from cycle to cycle.

The difficulties faced by the students during the teaching and learning process were as follows :

1. The students found difficulties in understanding the words in the context.
2. The students found difficulties in understanding the use of words in the sentences, as a result; they found difficulties in comprehending the text.
3. The students found difficulties to construct sentences to express their idea due to their lack of vocabulary and grammar knowledge.
4. The students found difficulties in pronouncing the correct pronunciation so it was difficult to understand when they spoke.

6. Suggestion and recommendation

Since the students found some problems in learning process, the writer gave some suggestions as follows;

1. The teacher should design the suitable tasks in accordance to the students' competence.
2. The teacher should know the students' competence before applying a certain approach in teaching.
3. The teacher should be more involved in all students' activities when conducting scientific approach in teaching in this level.
4. There should be more discussion during the teaching and learning process.
5. The teacher should keep on motivating students to be active, creative in the learning process as curriculum 2013 demanded.

Finally the writer recommends that the further class action research are continuously needed to make the teaching are better and better. The teacher should research the cause why the students found difficulties in learning and how to solve the problem, how to improve the four English skill. In this research the writer recommends the teacher, researcher, or educational practitioner conducting the class action research of the implementation of scientific approach in teaching writing, speaking and listening. Due to the students' lack of vocabulary and grammar knowledge, the writer also recommends them conducting the class action research of improving the students' vocabulary mastery and grammar mastery. The writer also recommends them conducting the class action research of improving students pronunciation and speaking ability.

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TYPES OF MOTIVATION APPLIED TO ELEVATE STUDENTS' ABILITY IN LERNING ENGLISH

Chamisah
chamisah70@gmail.com
A lecture at English Education Department
Tarbiyah Faculty and Teacher Training, UIN Ar-Raniry Aceh

ABSTRACT

This study aims to know the dominant types of motivation applied by the students at university level to elevate their ability in learning English as a target Language (L2). Motivation is regarded as a significant element in the success of any activity. It is due to motivation plays an important role in achieving the goals. There are many types of motivations. However, here, it was only focused on Integrative motivation, and Instrumental motivation. In addition, the study was qualitative in nature. A questionnaire was distributed to 40 students in order to collect the primary data at English Education Department Tarbiyah Faculty and Teacher Training UIN Ar-Raniry Banda Acheh. Besides, structural interview used as secondary data. Finally on the basis of finding a number of generalizations were made. In according with this only few students motivated themselves by applying integrative motivation or instrumental motivation. However, they combined both of them; integrative and instrumental motivation. In conclusion, most of students of university level applied both integrative and instrumental motivation to elevate their ability in learning English.

Key words: Type of Motivation, ability in learning English, the students of English Education Department at Tarbiyah Faculty and Teacher Training UIN Ar-Raniry

INTRODUCTION

Generally, motivation is defined as the force that compels a person to action. It drives one to work hard and pushes him/her to succeed. It also influences his /her behavior and ability to accomplish goals. In addition, motivation is an essential factor that plays a major role in achieving many fundamental goals in a student's academic life (Christiana, 2009). It is the pushing wheel of the learning vehicle that students ride to reach their educational goal. In short, motivation plays an important role in learning because it is goal-directed behavior. It has been identified as the learner's orientation with regard to the goal of learning a target language (Crookes & Schmidt, 1991)

Different students have different reasons for studying a language as well as English. Sometimes they study English because of practical reasons while other times they have a special affinity for the particular language. In line with this language teachers are often aware of the career advantages that language proficiency can bring, but to many language learners, studying the language is only an abstract undertaking required for an academic degree.

Since the seminar work of Gardner and Lambert in 1972, language teachers have realized that motivation plays an important role in language learning. Gardner and

Lambert are responsible for proposing the most commonly used framework for understanding the different motivations that language learners, including English leaners typically have.

Based on the explanation above, there are many different types of motivation. Each of them influences behavior in its own unique way. No single type of motivation works for everyone because each of them has different personalities that are effective at inspiring his/her conduct. Here, in this study it will be taken for example two different types of motivation, which according to Gardner and Lambert (1972) is likely to be the two most important under the concept of motivation. They are integrative motivation and experimental motivation.

LITERATURE REVIEW

A. Integrative Motivation

Integrative motivation is defined as the evolvement that generates from inside. Accordingly "integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation" (Finegan, 1999: 568). Learners do something for the pure pleasure of doing it (Tileston, 2010). Achievement The progress students make and that is determined according to their grades in a class (Lokie, 2011). In addition, integrative motivation is a usual behavior of someone who appreciates the target language community, and studies the language for the reason of joining that community. Those interactively motivated students should hold an internal motivation for learning the language (Gardner, 1985). Learners integratively want to learn the language so that they can better understand and get to know the people who speak that language. (Masgoret and Gardner, 2003) in their book say that motivation a student can be integratively motivated if he or she is inspired to learn, willing to join the other language group, and holds positive attitudes towards the learning process.

Integrative motivation indicates an affirmative view of target language and its culture to the extent that learners perhaps would like to join the culture of the language and becomes related to L2 speakers (Dornyei, 2006). Moreover, motivation is distinguished by the learners' positive attitude towards the target language group, and the desire to interact with those group members (Qashoa, 2006). In addition, integrative motivation is based on interest in learning target language in this case English because of a desire to learn about or associate with people who use it (e.g. romantic reasons), or because an intention to participate or integrate in the L2 using speech community; in any case, emotions or affective factors are dominant (Saville & Troike, 2005). Moreover, it is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk, 1978).

In short, Integrative motivation is associated with a positive disposition towards the target language group and the desire to interact with, and even become similar to, valued members of that community. It means learning the language out of interest in or desire to identify with the target culture.

It is integrative motivation which has been found to sustain long-term success when learning a second language (Taylor, Meynard & Rheault, 1977; Ellis, 1997; Crookes et al., 1991). In some of the early researches conducted by Gardner and Lambert integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation (Ellis, 1997).

B. Instrumental Motivation

Instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a second language (Hudson, 2000). It is thought to be the purpose of learning target language when the learner is not interested in interacting socially with new target for language community members. Here, learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college.

In addition, instrumental motivation also refers to the perceived pragmatic benefits of a language target proficiency and reflects the recognition that for many language learners it is the usefulness of t parget Language proficiency that provides the greatest driving force to learn language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering target language" (Dornyei, et al., 2006, p.12). It means learning the language as an instrument to achieve practical goals.

Then, Gardner (1985) suggested that instrumental motivation was the stimulus for learning generated by utilitarian objectives upon the uses of the languages. It emphasizes the importance of the functional reasons for learning the language such as getting a high-ranking job with a good salary (Gardner and Lambert, 1972). Moreover, Tileston (2010) defined instrumental motivation as the motivation that engenders due to the promise of a touchable, salable prize. Accordingly "extrinsic motivation is the desire to do something because of the promise of or hope for a tangible result" (p.8).

Furthermore, instrumental motivation, involves perception of purely practical value in learning English, such as increasing occupational or business opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school. Example: A professional designer in Jakarta who's just finished university and is willing to find a good job. He would probably find different kinds of offerings to start working, but, there is one special for him, that will pay him very well and his/her economical situation will change enormously. However, there is one condition to be accepted on the job, the designer they were looking for, must have good English qualities. After analyzing this example, it could be considered that learning English will be conducted by instrumental motivation, since the willing of having a good job and a good economical situation will impulse the learner to acquire a target language (English).

Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture. Integrative motivation refers to "an openness to identify at least in part with another language community "Gardner and Masgoret, (2003, P.126). Ellis (1997) explains that learners learn target language in order to fulfill the desire to mix up in the people and culture of the target language.

PURPOSE OF THE STUDY

This study aimed to provide a better understanding about the dominant types of motivation applied by the students to elevate their ability in learning English as a target Language at English Education Department of Tarbiyah Faculty and Teacher Training UIN Ar-Raniry.

METHODOLOGY

The researcher conducted a study of 40 students from 2 different Writing classes at English Education Department of Tarbiyah Facuty and Teacher Training UIN Ar-Raniry Banda Aceh.

The students were required to complete a questionnaire showing their types of motivation applied in learning English. Sixteen items were provided: eight items for integrative motivation and other eight items for instrumental motivation. The questionnaire put emphasis on the type of motivation applied among students.

The questionnaire consisted of sixteen different items, each with a five-point scale ranging from Strongly Agree (1) to Strongly Disagree (5). Eight items measured integrative motivation and other eight items measured instrumental motivation. The instructions for completing the questionnaire were explained by the researchers. Respondents were given 24 minutes to answer the questionnaire. As secondary instrument, a structured interviewed was applied.

Descriptive analyses were used to describe the data in order to get the results for the types of motivation applied among students in learning English.

The finding of the study showed that the majority of students had chosen both type of motivation that motivated them to learn English. Accordingly, no dominant types of motivation applied by students to elevate their ability in English. It indicated that they learned English because they want to know and recognize English as English itself and its culture and also they want to use it as their basic media to get benefit on their future, such as getting job, etc.

CONCLUSION

Most of students at university level applied both integrative and instrumental motivation to elevate their ability in learning English. It means no dominant types used. It demonstrated that both types of motivation that are integrative and instrumental facilitated learning English.

RECOMMENDATION

This study is very important, especially for the lectures who teach English. They should put emphasis on increasing students' integrative and instrumental motivation. Lectures should find out appropriate activities that enhance students' motivation. They should use effective strategies to motivate students of different groups. They can inform their students the significance and usefulness of these strategies. In order to motivate students to learn English, lectures should adjust their teaching techniques based on their students' needs to enable them to learn English easily. In conclusion, motivating students is necessary to ensure learners' academic growth. Encouragement can make learning more efficient and improve the classroom atmosphere. Successful learners are motivated by both internal and external factors and both types should be promoted in the classroom by lectures.

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AN ANALYSIS OF THE ENGLISH TEACHERS' ABILITY IN CREATING ONLINE TEACHING MEDIA AT SURABAYA AND SIDOARJO ISLAMIC SENIOR HIGH SCHOOLS

Rizka Safriyani
rizkasafriyani@yahoo.com
Lecturer of English Teacher Education Department
UIN Sunan Ampel Surabaya

ABSTRACT

As an English teacher, teacher must be able to develop a good teaching media. Traditional textbooks, while useful, are insufficient to address many questions. As a result, teachers try to look for another resources, social networks, and the web for answers to their questions. This study focuses on the teachers' ability in creating online teaching media at Surabaya and Sidoarjo Senior High School. This study also portrays the challenges and the opportunity of the online teaching media usage. It also covers the information about language preferably used by teacher in the online teaching media usage. Nine teachers are chosen from Surabaya and Sidoarjo as the subject of the study. Quantitative and Qualitative approach is used as the design of the research. Interview and documentation are used to collect the data. Next, the data are analyzed by using Likert Scale followed by triangulation. The result shows that teachers' ability in creating teaching media is good. The challenges of online teaching media usage are school facilities, time management and school regulation. The opportunity of online teaching media usage are active learner, monitoring role and active teachers. The language preferably used by teachers on their online teaching media are English Indonesia, English and English Arabic.

A. BACKGROUND OF THE STUDY

Methods of teaching to advance student learning is changing as fast the technology appears. They may not need to embrace new methods, but rather strive to consider all options to find their voice. Regardless, teacher uses of various forms instructional media and technology in teaching, whether new or old, can have a profound impact on student learning. When done well, using a variety of media can enliven a class, encourage student participation, and help students grasp difficult concepts. When used poorly, these same tools can obscure teacher instructional objectives and make students confused, anxious and frustrated.

Teaching media is important in language teaching. Teaching media can be used as the teaching instrument which can help teachers to explain the materials clearly. There are three types of teaching media; visual media, audio media, and audio visual media. Moreover, teaching media has great functions to support the teaching process, to clear up the material in order not be too verbal that students can catch the information, to overcome the limitation of time, to attract students attention to follow the teachers, and to make students more spirit inside and outside the class. In line with the growing of communicative activities in language teaching, students may initiate their autonomy learning through the teaching media such as computer, textbook, newspaper, pictures,

audio, and video. The same teaching media which is used with different strategy may cause different result for the students.

Media can be a component of active learning strategies such as group discussions or case studies. Media could be a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience.Nowadays, the number of internet user is approaching three billion users throughout the world by the end of this year and two third of them are from developing countries. It shows that Indonesia mainly becomes the part of the internet users. The number of Indonesian internet users was 74.6 million users[2]. It provides a big opportunity for teacher to use internet in teaching and learning process since it involve a lot of users. Internet can provide a lot of teaching resources. Teaching-learning activities including the outcomes of interaction among teacher, student and education environment in accompany with technology make the process of learning more effective.

Moreover, in a virtual system of learning, technology replaces educational environment. Media in combination with internet connection as a technology may help to reduce transactional distance in learning - that is the communication gap or psychological distance between participants which exists in the virtual learning environment. The quality of sound or music, movie or images and text construction in an e-learning environment is in interaction with internet connection characteristics. It provides a great opportunity to use and create online media for teaching and learning process. The use of social media, online grade system, online quiz maker or online video production becomes the great instrument to be used in having teaching and learning activities.

As an English teacher, teacher must be able to develop a good teaching media. Teacher must be able to determine the best media for their students with the given context. Furthermore, structuring lesson plan and teaching media also strengthen their language skills, grammar and vocabulary as their sub skills in language teaching. Therefore, a research about teachers' ability in creating online teaching media is necessary to be conducted. Given their specific requests and readiness for improvement, teachers and those who support their growth and development continually look for resources to meet teachers' needs. Traditional textbooks, while useful, are insufficient to address many of the questions; moreover, few have the types of authentic application tasks and complex texts that new standards require. as a result, teachers and others look beyond resources already in their schools and districts to colleagues, social networks, and the web for answers to their questions.

B. RESEARCH PROBLEMS

This research presents three major following research problems :

1. How is the English teachers' ability in creating online teaching media especially for Surabaya and Sidoarjo Islamic Senior High Schools ?
2. What are the opportunity and challenges faced by the teacher in the online teaching media usage ?
3. What languages are preferably used by teacher in the created online teaching media ?

[2] http://wikieducator.org/Emundus/Indonesia retrieved on 29 May 2014

C. OBJECTIVE OF THE RESEARCH

This research presents three major following objectives of the research :

1. To describe teachers' ability in creating online teaching media especially for Surabaya and Sidoarjo Islamic Senior High Schools.
2. To explain the opportunity and challenges faced by the teacher in the online teaching media usage.
3. To portray language which are preferably used by teacher in the created online teaching media

D. SIGNIFICANCE OF THE RESEARCH

This research presents three major following significance of the research :

1. For the Institution
   This research can be used as a reference for the institution, the faculty even for the English Teacher Education Department to set some program in relation with the development of teachers' ability in creating teaching media. It will be used to portray the need to develop service learning and community development programs for educators in East Java.
2. For the teacher
   This research is useful for the teacher since the teachers' product can be used and disseminated to all English teachers throughout the world and give beneficial impact locally and globally.
3. For the reader
   This research is useful for the reader to give them an overview about the opportunity to develop online teaching media based on the opportunity and challenges faced by teacher in the online teaching media usage. It also portrays language used by teacher in teaching English

E. RESEARCH METHOD

This research uses qualitative and quantitative approach where it is focused on the teachers' ability to create online teaching media. The qualitative approach is used to strengthen the quantitative data taken from the scoring sheet. The quantitative approach is used to portray the teachers' ability in creating teaching media. The subject of the research are 9 English teachers from Surabaya and Sidoarjo who are chosen randomly. Field note, evaluation checklist, interview guide, and validation sheets are used to gain the whole data. The evaluation checklist used is adapted from various resources and it is validated by the peer researcher. Likert scale will be applied to each criteria with the range of Very Good (5), Good (4), Fair (3), Poor (2) and Very Poor(1). The form of the evaluation checklist is as follows :

Media Evaluation Checklist

Media Indicators	1	2	3	4	5	6	7	8	9
1. Overall effectiveness of media									
2. Project Clarity									
3. Completion of goal and objective									
4. Indication of Thinking and Learning									
5. Use of Media Resources									

Table 1
Media evaluation Checklist

Individually, teacher is interviewed to get the data about the challenges and the opportunity of the online teaching media usage. Interview is also used to get information about preferable language used by teacher in the created teaching media. Next, the researcher collects the teachers' online teaching media. If they dont have or do not able to make it, the existing media used by teacher is collected.

The procedure of the data collection is as follow :

1. Interviewing some samples
2. Collecting the media
3. Confirming the content of the media

Next, the data are analyzed through the following steps :

1. Classifying the data with the existed rubrics
2. Reducing data and doing Triangulation.
3. Interpreting the data.
4. Concluding the findings

F. FINDINGS AND DISCUSSION

1. Teachers Ability in Creating Online Teaching Media

There are three teachers who are able to create online teaching media and it is presented below :

a). Teacher A

Teacher A teaches English at Islamic Private School in the Sub Urban of Surabaya. She has been teaching there for more than 6 years. She is the main teacher there. She teaches grade X, XI and grade XII. She is computer literate and frequently uses online materials for her teaching process. She uses PowerPoint slide frequently. Her school provides internet connection for the teachers. The students cannot get the internet access unless they use their own internet connection. Teacher A uses her own

computer and connect it to the projector when she uses online teaching media. The students can come forward to do some exercises and discuss it together with his/her classmates. She uses www.englisch-hilfen.de/en frequently. Based on the result of the interview, this website is useful because it promotes not only explanation but also a lot of exercises in grammar, vocabulary and also 4 language skills. It covers English words, practice grammar, some basic rules, prepare for exams, do tests or just have fun playing games in English. She doesn't have a personal blog to attach the materials. She tends to access it directly. Her favorite menu of this website is the direct response of the quiz. Students can get direct explanation of the questions. Students feel so curious and want to answer another question in group

Picture 2
Online Teaching Media Used by Teacher A

Teacher A is also able to create her own Online Teaching Media. She spends two hours to create one online teaching media. She creates the outline of the story first and then decides each detail within the comic creation. She uses www.toondoo.com to create an interesting recount story just like in the picture below.

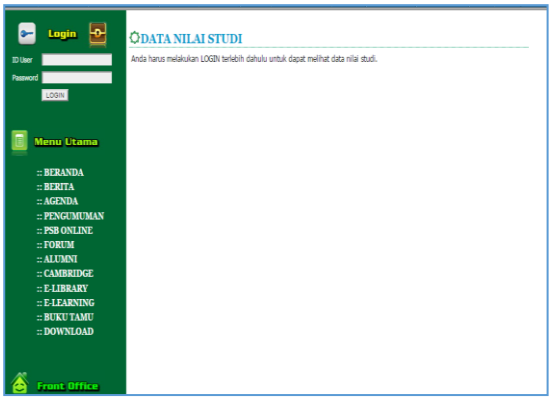
Picture 3
Tondoo Comics created by Teacher A

In her opinion, this comic is very good to develop students' creativity if the students want to create their own story in the future. She feels that this website is useful to create a story because it has a lot of template that can be chosen. Within English teaching and learning process, students are expected to create their own text in a group or individually at the final stage of each unit. Teachers must be able to provide a lot of example so that the students can do it as well.

The overall effectiveness of her media is good since it represents the text in the form of visual clues. The project clarity is good because she uses this media for the clear purpose. The completion of goal and objective of the lesson can be reached as well through the use of this online teaching media. This media represents thinking and learning process because students are expected to think critically about the given picture/story. In creating online media, she uses www.englisch-hilfen.de/en as the reference and some information taken from the textbook. Therefore she uses a lot of various resources to create her online teaching media. It can be concluded that generally teacher A is good in creating online teaching media since her product can meet all of the required criteria of a good media.

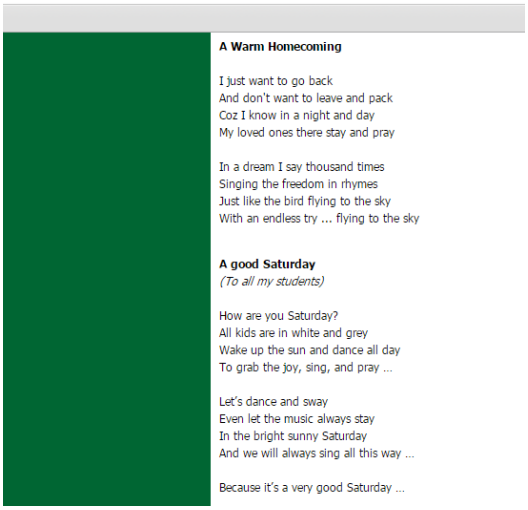
b). Teacher B

Teacher B teaches English at Islamic Private School in the Centre of Surabaya. He has been teaching there for more than 4 years. He is the main teacher there. He teaches grade XI and grade XII. He is computer literate and frequently uses online materials for his teaching process. He uses a lot of different teaching media in his teaching process. He has been familiar with online teaching media since 2008. He believes that online teaching media is very useful because it can be accessed not only inside but also outside the school. He uses online teaching media to make his students become interested in English. He also creates ICT based teaching media for example video and charts in his teaching. His school provides a fast internet connection for the teachers. The students can get the internet access easily. Teacher B uses classroom computer and connects it to the projector when he uses online teaching media. The students can come forward to do some exercises and discuss it together with his/her classmates. His school has a good system of online academic program which enable teacher and students to access all of the information about academic life within the school activities. He used to post some materials on his account and used it as an online teaching media.



Picture 4
Online Academic System Used by Teacher B

In his opinion, this system is very good and easy to be applied; it needs more time to prepare the online teaching media. Therefore, he rarely creates new online materials. He tends to adapt the activities taken from Google search engine. His latest materials are published on the main menu of teacher's work which is attached on the school website



Picture 5
Online Teaching Media created by Teacher B

He also said that the systems enable students to download any video, PowerPoint presentation, and PDF file. Students are asked to give a comment on his friend video each other as a part of peer assessment activity. He provides his online teaching media with some questions taken from his reference. The systems enable students to get a direct response toward the answer.

The overall effectiveness of his media is good since it represents the text in the form of visual clues. The project clarity is good because he uses this media for the clear purpose. The completion of goal and objective of the lesson can be reached as well through the use of this online teaching media. This media represents thinking and learning process because students are expected to think critically about their friends work or the teachers work as well. In creating online media, he uses Google search engine as the reference and some information taken from the textbook. Therefore he uses a lot of various resources to create his online teaching media for example PDF, video and presentation slide. It can be concluded that generally teacher B is also good in creating online teaching media since his product can meet all of the required criteria of a good media.

c). Teacher D

Teacher D teaches English at Islamic State School in the Centre of Sidoarjo. This school has a special program with another state Institute from Surabaya which support IT skill of the students. Students have some abilities in designing macromedia flash and photo editors program. He teaches grade X and grade XI. He often used Powerpoint and some downloaded audio. His PowerPoint consists of a mind map, materials and evaluation. He is able to draw a concrete object directly on the board. He is good in drawing. He is computer literate and frequently uses online materials for his

teaching process. He uses a lot of different teaching media in his teaching process. He believes that actually, online teaching media is simple, communicative and practical. This school has applied SIAK (computer academic system) for teaching and learning process but the internet connection doesn't work properly. Therefore, teachers don't apply it anymore. He just does a Google search to find specific materials that he wants for example he wants to know about expressing sympathy materials, he directly types it on the Google search engine and download it for free. He likes to link some websites to his blog.

Picture 6
Teacher D's personal blog

On his blog, he put a lot of link on his blog. He uses this blog to give some references to the students.

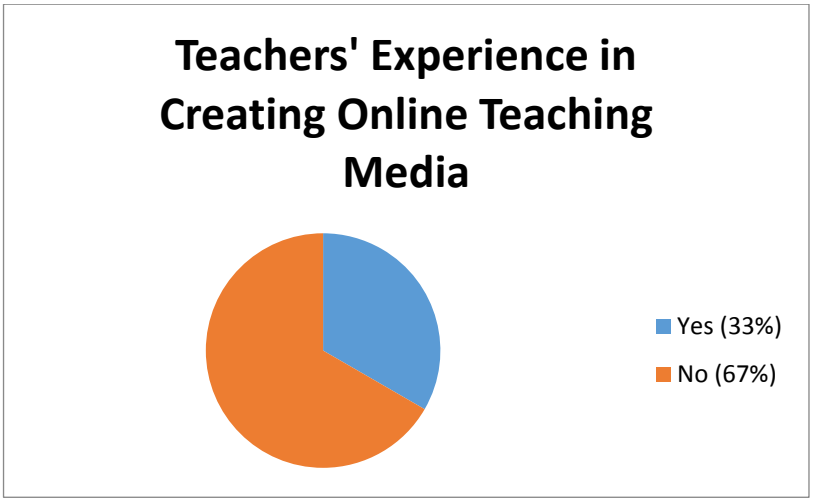
From the data findings, only three teachers who have applied online teaching media on their teaching process. Five teachers are actually able to create computer based teaching media but they never make online teaching media. One teacher is not good in computer so she always asks another teacher to make computer based teaching media for her. Teachers ability in creating online teaching media can be summed up in the following table:

Table 2
Result of Media Evaluation Checklist

Media / Indicators	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
1. Overall effectiveness of media	4	4	0	4	0	0	0	0	0
2. Project Clarity	4	4	0	4	0	0	0	0	0
3. Completion of goal and objective	4	4	0	4	0	0	0	0	0

4. Indication of Thinking and Learning	4	5	0	4	0	0	0	0	0
5. Use of Media Resources	4	5	0	4	0	0	0	0	0
TOTAL	20	22	0	20	0	0	0	0	0

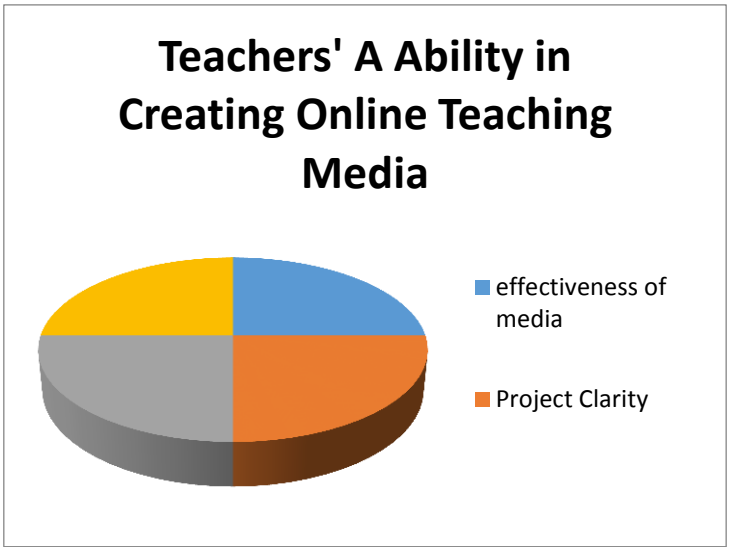
From the data above, it can be seen that only 33 % teachers have the experience in creating online teaching media and 67 % teachers never make online teaching media.



Picture 6
Teachers' Experience in Creating Online Teaching Media

From the Pictureabove, it seems that Online teaching media is rarely used by teacher. It may be caused by some factors such as personal factors and external factors. From the interview, it can be seen that some teachers never make online teaching media because they have no idea about it. They never know what and how to make online teaching media. Moreover, most teacher say that they have no time to make it. It needs a lot of time to prepare one online teaching media. It can not be done in a short time. Teacher B says that he needs more than 4 hours just to make one online teaching media. Teacher A makes her online teaching media in a day because a lot of factors that should be considered. Materials, application, level of difficulty should be prepared carefully.

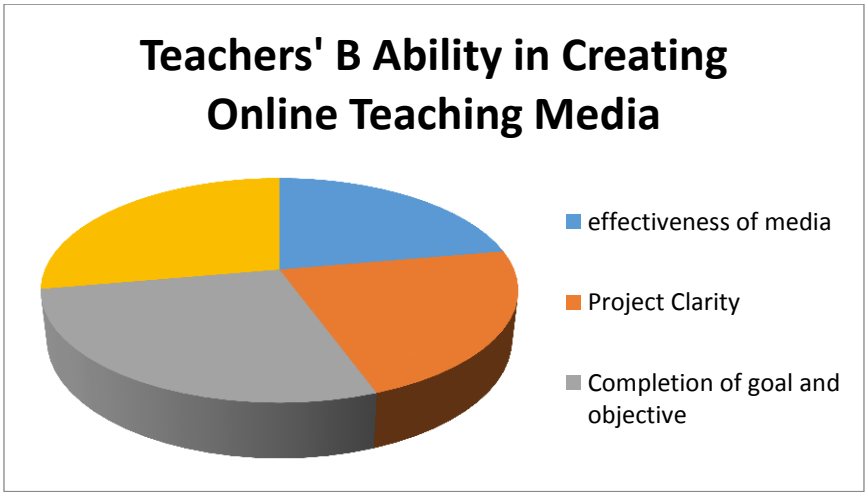
Teachers' ability in creating online teaching media actually can be represented by the quality of their teaching media. The ability to create online teaching media is diverse for each teacher. The description of each teachers' ability in creating online teaching media is presented below:



Picture 7
Teachers' A Ability in Creating Online Teaching Media

From the Pictureabove, it can be concluded that the ability in creating online teaching media is good for all criteria. She created a comic which is effective to retell event in the recount text. Students are easy to understand sequence of events if it is ordered and written in the comics form. It is very effective to share the idea. About the project clarity, the project is created to help students understand the generic structure of the recount text. Comics separate each event so that students will clearly understand the project. It also meets the goal and objective of the study for the meeting and represent good indication of thinking and learning because designing a comic is not an easy project. Teacher A must think of the character, the design, the sequence, the outline of the story, and the word choices. Thus, it can not be done in a short time to make one good online teaching media.

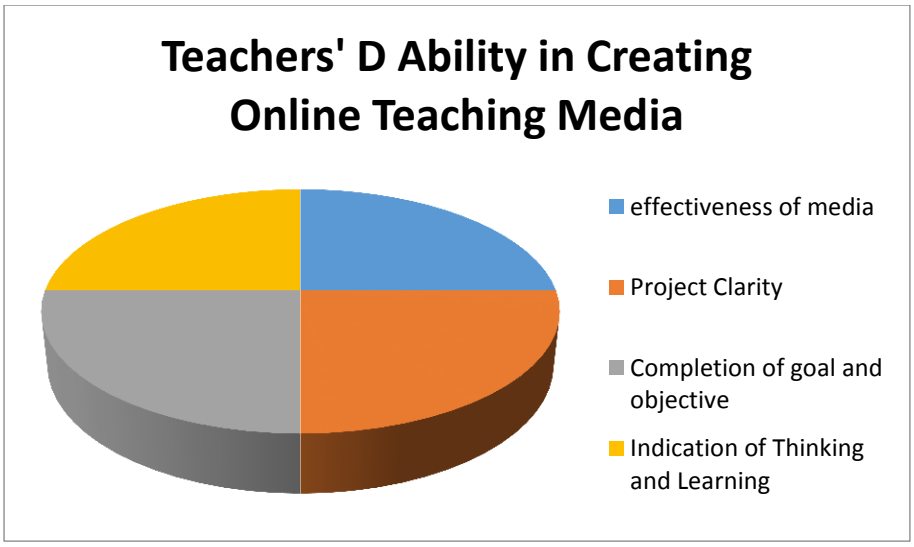
The second description about teacher ability in creating Online teaching media is presented below :



Picture8
Teachers' B Ability in Creating Online Teaching Media

From the Pictureabove, it can be concluded that the ability in creating online teaching media is good for the first and second criteria. It is very very good in the third and the fourth criteria. He created a poetry to help students practice their speaking skill. Poetry is an effective isntrument to start a discussion. Poetry can develop students critica thinking and it is effective to improve students vocabulary mastery. It is very effective to share the idea about the content of the poetry. About the project clarity, the project is created to help students understand the vocabulary and how it is used naturally. Moreover, the system provided by school allow his material published in an organized way. It also meets the goal and objective of the study for the meeting and represent good indication of thinking and learning because creating poetry is very challenging. Teacher B must think of the character, the design, the outline of the story, the issue and the word choices. Thus, he says he needs more than 4 hour to make one online teaching media.

The third description about teacher ability in creating Online teaching media is presented below :

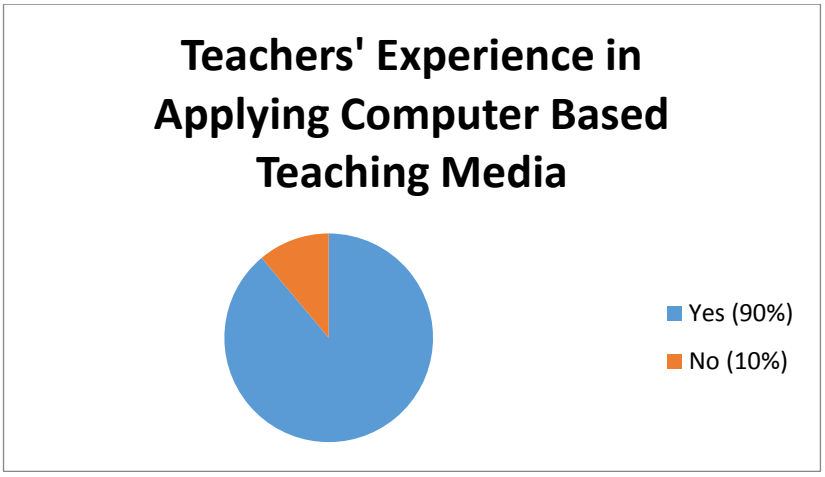


Picture 9
Teachers' D Ability in Creating Online Teaching Media

From the Pictureabove, it can be concluded that the ability in creating online teaching media is good for all criteria. He created a personal blog to help students practice their reading skill. Genre based approach is not an easy approach to be understood. Students must be able to understand the vocabulary, the content of the reading text, the generic structure of the text to distinguish a lot of different text. He creates a personal blog which provide students with the link to another websites. This link will give students opportunity to find a lot of examples about genre text. It is very effective to give reference about the genre text. About the project clarity, the project is created to help students understand the vocabulary and type of text and how it is used naturally. It also meets the goal and objective of the study for the meeting and represent good indication of thinking and learning because finding and identyfiying a genre text is very challenging. Teacher D must think of the proper character, the design, the outline of the story, the issue and the word choices. Thus, he says he needs more time create it.

From all of the description above, it can be concluded that the ability of creating online teaching media is good. Most teacher has a chance to make it but some of them

do not want to make it because of school facilities,school regultion dan personal problem such as time management. Most of them actually uses websites as the references but they do not make it by them self.

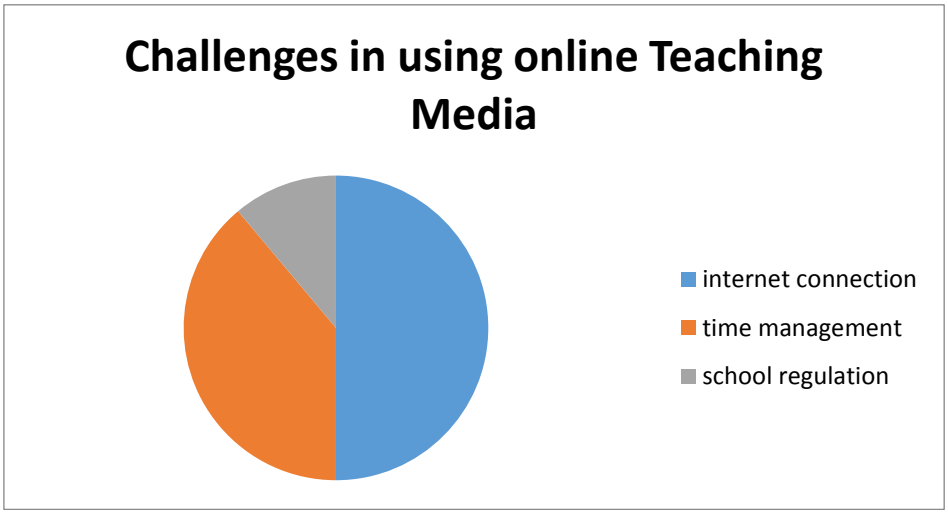


Picture 10
Teachers' D Ability in Creating Online Teaching Media

Looking at the collected teaching media, actually most of teaching media created by teachers can be used as an Online teaching media. They do not use it as an online teaching media because of some problems in facilities and school regulation. Most school do not have a fast internet connection for all students. Therefore, they can not apply online teaching media. Sometimes, they ask to do some online activities but they dont use it as a teaching media.

Challenges and Opportunity in Online Teaching Media Usage

There are some challenges faced by teachers on the usage of online teaching media and it is presented below :

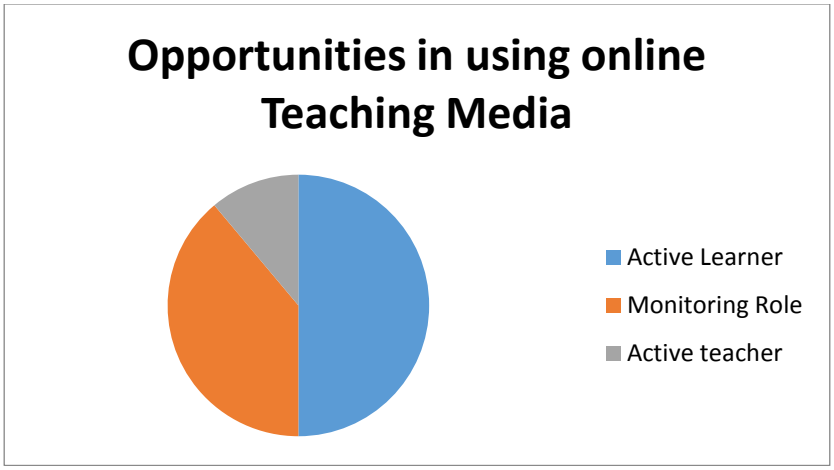


Picture 11
Challenges in using Online Teaching Media

Based on the interview, it can be concluded that internet connection becomes one of the biggest challenges in using online teaching media. Eventhough school has provided internet connection, but the connection doesnt meet the requirement to apply online teaching media. If all teachers use the internet connection at the same time, the connection will be low. It shows fact that internet connection at school does not cover the sufficient bandwith. If teacher and students had the sufficient bandwith of internet connection, teacher probably

Dealing with the time management, there are some teachers who are not able to manage their time regularly to create online teaching media. They are too busy with their teaching schedule and other activities. Realizing that the internet facilities doesnt support the use of online teaching media, some teachers tends to use the non computer based and computer based teaching media for example mind map, flash card, pictures, song, digital story telling, puppet and any other media. Teacher E says that she always identify the characteristics of her students before determine the teaching media. If the students mostly uses visual learning style, she uses video a lot. If there is an auditory learners, she sometimes uses song to facilitate this learning style. She sometimes uses puppet to help kinesthetic learners understand the materials. Nowadays, a lot of school has applied some survey for students learning style identification to help teacher determine the best method and teaching media for their students.

There are some opportunities on the usage of online teaching media and it is presented below :



Picture 11
Opportunities in using Online Teaching Media

Based on the interview, it can be concluded that active learner becomes the biggest opportunity in using online teaching media. Students will pay attention to the lesson especially in the usage of online teaching media. Online teaching media will make students become focus on the screen and curious to answer the questions. An interactive design of a teaching media, a good quality of audio and / or video will attract students attention. Moroever, on site assessments frequently challenge students to answer individually. They will expect on site assessment give a direct response and they will know whether their answer is correct or not.

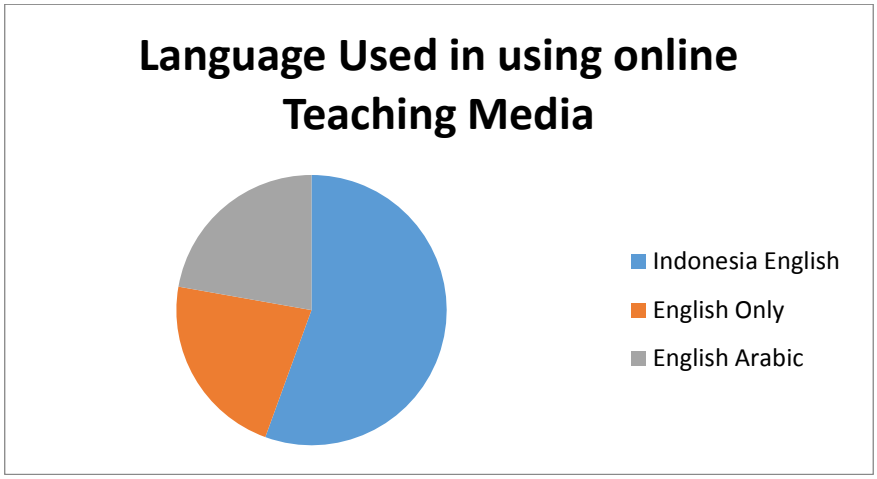
Dealing with the monitoring role, there are some teachers believe that they can run their monitoring role if they have prepared online teaching media. Students are busy with their own assessment so teachers can monitor students' activities. It will help

teacher to do an affective assessment. Maintaining the students activity, there will be a chance for a shy students to work optimally. They would feel comfortable to use online teaching media.

Teacher becomes very active if they had to use online teaching media. To prepare one teaching media, a teacher must design, create and consider a lot of thing. Teacher must consider the possible time that they can use and the technical problem that may occur in the process of using online teaching media. Teacher must find resources from any resources for example book, websites, video, song and etc. Moreover, their teaching schedule usually just twice a week with more or less 90 minutes. If they do not consider the preparation, they will not get enough time and probably do not able to meet the goal of the lesson.

A. Language Preferably used in Online Teaching Media Usage

There are some differences on the language used in online teaching media and it is presented below :



Picture 12
Opportunities in using Online Teaching Media

Based on the interview, it can be concluded that Indonesian English is mostly preferably used by teacher in the usage of online teaching media. In their opinion, most students do not really have a good understanding in English. Therefore, Indonesia as the mother tongue is preferably used. Indonesian is used when they need further explanation.

Another points says that English must be presented as the main language in teaching media because in Senior High School Levels, stduents are expected able to speak English fluently. They have studied English since they were in Junior High School or even elementary school. That is why, two teachers belief that English should be used as the main Language Instruction.

The last point about the use of Arabic and English is given because of the school regulation. Their school force students to become able two speak two foreign languages, Arabic and English in all aspect. If they dont speak Arabic and English, students will get punishment.

G. CONCLUSION AND SUGGESTION

There are three conclusions can be drawn from the findings :

1. Teachers's ability in creating online teaching media is good with some consideration about the facilities and the duration of the media creation
2. The challenges of the online teaching media usage are the internet connection, time management and school regulation. The opportunity of the online teaching media usage are the active students, monitoring role and active teacher.
3. The language preferably used in the online teaching media usage are Indonesian English, English only and Arabic English.

This research can not cover the whole aspect of the online teaching media creation. It is suggested in the future that teacher need more training in developing online teaching media because some of them have no idea about how to make online teaching media. Moreover, it is suggested that school may provide a better internet connection so that student can have online teaching media within the lesson

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ENHANCING ENGLISH SPEAKING ACHIEVEMENT THROUGH THREE STEP INTERVIEW TECHNIQUE

Muhammad Zuhri
STAIN Watampone (zuhrigbdije@gmail.com)
Miftah Nur Rahmat
STAIN Watampone (miftrahmat@gmail.com)

ABSTRACT

This research presents about Enhancing students' achievement to speak English through Three Step Interview Technique at English Study Club (ESC) SMKN 2 Watampone. This research employed pre-experimental method with pretest and posttest design. In collecting the data, the researchers got the students' data by using a test namely speaking test to find out the students' ability in English ability. After the data was collected and the result of the test was obtained to prove the hypothesis and to establish the validity, the researchers analyzed the value of t-observation. It was proved by the result of students' pretest and posttest. The mean score obtained by the students in the posttest (76,35) is greater than the mean score of the students in pretest (45,10). The result of this study proved that Three Step Interview Technique was significantly to enhance the students' achievement to speak English. It was hoped to the teacher to use Three Step Interview Technique in teaching English.

Keywords : Enhancing, English Speaking Achievement, Three Step Interview Technique

A. INTRODUCTION

Speaking is the main skill that has an important role in learning language because the main purpose of learning foreign language is the ability to communicate using the target language. There are three reasons why people communicate. First, they want to say something. Second, they have some communicative purposes. Third, because they select from their language store (Saifuddin, 2013).

Speaking is one of the English skills are much in demand by the people, because by speaking we can express feelings, thoughts, and our desires. Besides speaking can add insight, intellectual as well as enhanced our quality. Quality of speaking can be a means of sharing. Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who knows a language are referred to as speakers' of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.

Teaching English speaking is not an easy job to do. Therefore, the teacher as a guide in learning process is demanded to be more creative to build up students' motivation and enhance their achievement in speaking activities. Every teachers always try to make interesting and effective activity in teaching and learning process in the classroom. And also the teachers have to think what way or technique should be

applied to enhance speaking skill of the students. Actually, there are many way or technique that can be applied well to enhance students' speaking skill. One of the technique is using cooperative learning 'Three Step Interview Technique". There are many teachers used cooperative learning to teach English because this technique is easy way and then the teachers are can see the students' achievement in speaking English because this technique the students will divide in small group. Cooperative means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to all other group members. Cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and each other as learning (Isjoni, 2012).

Three Step Interview Technique is one of the structural approach of cooperative learning that has found it by David and Roger Johnson after that developed by Spencer Kagan, Robert E. Slavin (2008). According to Kagan, Three-step interview is defined as a cooperative learning technique which enables and motivates members of the group to acquire certain concept deeply by students' role. It is an adaptable process in the classroom. The aim of this technique is to gather students in a conversation for analysis purpose and new information synthesis (2008).

From the explanation above the researchers interest to research this technique cooperative learning "Three Step Interview Technique" because cooperative learning means work together to achieve their purpose. The researchers hopes can give easy way to learn English especially speaking and help the learner to feel enjoy and fun in learning English. This technique can interview which other because to make a small group and different level so the students can share their knowledge and help which other.

The researchers choose English Study Club (ESC) at SMKN 2 Watampone because is applicable the students in this organization who has different abilities in English. Regarding the explanation above, there should be a technique which is effective to know the students' achievement in speaking English especially. Because there are many English teachers of senior high school deliver the materials which is dominated by grammar focus, students cannot speak fluently because lack of practice and use of spoken English itself. Therefore, this study is expected to prove whether a cooperative learning "Three Step Interview Technique".The main problem of this study is how to promote this technique to know the students' achievement in speaking ability after learning this technique.

B. LITERATURE REVIEW

1. Speaking Ability

Speaking ability is ability to communicate information, ideas and experiences in speaking form so that others can understand (with clarity of thought, organization, and good sentence structure and pronunciation). It is abroad ability that involves a number of other speaking sub skill (knowledge of grammar, structure, vocabulary and how to organize sentence or paragraph).

Speaking ability is the final goal of learning process in a second language. As a teacher, we have to evaluate students' ability in speaking by giving test to know the achievement. A speaking test is procedure to measure speaking ability that requires the learner to speak to produce utterances and they are assessed on the basis to compose the utterances. Learning a foreign language for communicative purposes requires the

learners to master the pronunciation, grammar accuracy, vocabulary and relevant skill. Therefore, a functional speaking test should be one which measures the learners' speaking ability covering all language components and their interactive skills (Harmer, 2007). Based on the explanation above every teachers must know the students' ability with giving the students assignment or test after giving the test the teachers will know their students' ability low, medium or high.

2. The Characteristic of Speaking

There are many reasons for getting students to speak in their classroom. Firstly, speaking activities provide rehearsal opportunities – chance to practice real-life speaking in the safety of the classroom. Secondly, speaking task in which student try to use any or all of the language they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the several of elements of language (Harmer, 2007).

The successful communication can be seen when mutual understanding between speaker and listener in exchanging ideas work as their wishes. According to Penny Ur (1996), there are some characteristics of a successful speaking activity as follows :

a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses. The best way to learn English by speaking it and we can enhance our English by practicing a lot.
b. Participation is even. Classroom discussion is not dominated by a minatory of talkative participations, all get a chance to speak and contributions are fairly evenly distributed.
c. Motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it, because they want to contribute to achieving a task objective.
d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of acceptable level of language accuracy.

3. The Problem of Speaking

Penny Ur (1996), stated the problem with speaking activities, they are :

a. Inhibition. Learners are often inhibited about trying to say things in a foreign language in the classroom: because they are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attract or they do not have self-confidence to speak in front of other people.
b. Nothing to say. Even they are not inhibited, learners cannot think of anything to say: they Don't motivate their selves to express their ideas beyond the guilty feeling that they should be speaking.
c. Low or uneven participation. Only one participant can talk at the time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
d. Mother-tongue use. Some of the learners share the some mother tongue, they may tend to use it: because is it easier, they feel unnatural to speak to one another in a foreign language, and because they fell less 'exposed' if they are

speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.

Based on the problem of speaking, the teacher can do to help students to solve of the problems (Penny Ur, 1996), they are :

a. Use group work. This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the class. This is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full class set-up.
b. Base the activity on easy language. In general, the level of language needed for a discussion should be lower than that used in intensive language learning activities in the same class: it should be easily recalled and produce by the participant, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.
c. Make a careful choice of topic and task to stimulate interest.
d. Give some instruction or training in discussion skill. If the task based on group discussion then include instruction about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.
e. Keep students speaking the target language. You might appoint one of the group as monitor, whose job it is to remind participants to use the target language, the perhaps report later to the teacher how well the group manage to keep to it. Even is there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

4. Three Step Interview Technique

The previous part has given the information about Cooperative learning. The researchers choose one of the cooperative learning technique as a suggestion for all teachers to enhance students' speaking skill. It is Three Step Interview Technique, This is a simple technique because can make all the students active to share their ideas and problems this technique divide in to small group 3 or 4 students, with interviewing the listener can give the solution to fix the students' problem. In this part, the researchers present the information related to Three Step Interview Technique. There are Three Step Interview Technique as cooperative learning, the benefit of Three Step Interview Technique, and the procedure of Three Step Interview Technique.

a. Three Step Interview Technique as Cooperative Learning

Cooperative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive, it is the way that student and teacher work together that is important. With learning technique training, the teacher helps students learn how to learn more effectively. In cooperative learning, teachers teach students collaborative or social skills so that they

can work together more effectively. Indeed, cooperation is not only a way of learning, but also theme to be communicated about and studied (Freeman, 2000).

One of the important reason why the cooperative learning developed by many teachers and scientist believe about the worst influence of competitive that was used in the classroom. Actually, it does not mean that the competitive method is wrong, if we can set it well; the competitive method can be an effective way and also can motivate the other people. But, many researchers know that the competitive method is rarely be effective and healthy (Slavin, 2008).

Cooperative learning activities are those in which students must work together in order to complete a task or solve a problem. These techniques have been found to enhance the self confidence of students, including weaker ones, because every participant in a cooperative learning task has an important role to play. Knowing their team-mates are counting on them can enhance students' motivation (Thornburry, 2007). Cooperative learning is one of technique many people use this technique especially for finding the students problem to make the students active because this technique divide into small group so all of the students active to discuss.

b. Steps and Procedures of Three Step Interview Technique

The learning procedures in Three-Steps Interview technique were dividing students to be some groups each group consist of four students (A, B, C and D); Asking students to interview each other based on the group. Student A interview student B, student C interview student D. When finished, they switch roles, student B interview student A, student D interview student C. When the interview are completed, group members each take turns telling the other member of their four some about the person they interviewed; example student A tell student C and D about student B; Each stundent tells whole class about one student in their group. Example: student A in one group can tell what they learned from student C about student D (Saifuddin, 2013).

The steps of Three Step Interview Technique is very useful for the researchers because the research can share the students in the different level so the students can help with other and interviewer, the students will really active for speaking. The procedures of Three Step Interview Technique (Permanasari, 2013) are as follows :

1) Teacher makes a group of 4 students and gives them label. It can be A,B,C,D;
2) Teacher pairs the student A with student B, and student C with student D;
3) Teacher gives topic to the students;
4) Students are in pairs, one is interviewer and the other is interview;
5) Student A interview student B, student C interview student D;
6) Each share with team member what was learned during the two interviews.

Three Step Interview Technique is a technique which students work together in small group the students can share their ideas and also this technique can be easy way to make students easy to speak up. This technique is very important for teacher in teaching learning process.

c. Benefit of Three Step Interview Technique for Speaking

The benefit of Three Step Interview Technique is to creates simultaneous accountability; Students share and apply different questioning strategies; Over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking (Permanasari, 2013).

Based on the explanation above the benefit of Three Step Interview Technique is very important for the teacher because the teacher can know the students ability and also the students will more creative to think.

C. METHODOLOGY

This research is pre-experimental design with pretest and posttest formula. The comparison between pretest and posttest score depend on the success of the treatment. This research consists of two variables, independent variable and dependent variable. The independent variable is using Three Step Interview Technique dependent variable is the students' achievement in speaking English. The population in this research was students of SMKN 2 Watampone especially for the English Study Club (ESC). The total numbers of populations are 23 students. In this research, the researchers used total sampling. The researchers took English Study Club (ESC) at SMKN2 Watampone that consists of 23 students.

The instrument is speaking test intended to measure the students' achievement of language skill particularly speaking skill. The test about interviewing the students, the researchers gave the students six questions and the students answer the questions. To measure students achievement, the researchers used test that consists of some aspects, they are Pronunciation, Grammatical, Vocabulary, and Fluency. In pronounciation is the students have to a good pronounciation that make listener shall give full focus and understand what the speaker express. Grammar, how the students apply the rules for forming words and make a good sentences, because when the students make grammar mistake can influence the meaning. Vocabulary, the students have to know many vocabularies and good pronounciation, because if the students lack the vocabulary, automatically what they want to say is not conjunction.

The procedure of collecting the data were given a pretest and treatment. Before doing the treatment, the students used pretest to know their basic ability. In this test, each students used a speaking text which consists of some questions. The students were asked to speak which related with the questions that be given by the researchers. The researchers gave the students treatment, it used teaching through Three Step Interview Technique. The treatment administrates after the pretest and it took place during eight meetings and spend 90 minutes in each meetings. After the treatment, the posttest was conducted to find out the students' achievement. It was used to check the result of treatments; and also be useful to know whether cooperative learning "Three Step Interview Technique" can enhance the students' achievement and overcame the students' problems in speaking skill. The test will be the same with pretest.

In analyzing the data, the researchers employed some steps as follows :

1. Calculating the percentage of the students' score (Sujana, 1982) by using the following formula :

$$P = \frac{F}{N} \times 100\%$$

Notes:
P = percentage
F = frequency
N = the total number of students

2. Calculating the mean score of the students' answer (Arikunto, 2002) by using the formula :

$$\overline{X} = \frac{\sum X}{N}$$

Notation $\overline{X}$: the mean Score
$\sum X$: the students total score
N : the total number of students

3. Find out the students' significant difference between pretest and posttest (Gay, 2006) the researchers analyzed using t-test formula as follow :

$$t : \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:
t = test of significance
D = the mean of different score
$\sum D$ = the sum of the total scores difference
$\sum D^2$ = the total number of the students
N = the number of students

4. Calculating the Standard Deviation of the students' score in pretest and posttest (Gay, 2006) by using the following formula :

$$SD = \sqrt{\frac{\sum X^2 - \frac{\left(\sum X\right)^2}{N}}{N-1}}$$

Where: SD : Standard deviation
$\sum X^2$: The sum of all the square
$(\sum X)^2$: The square of the sum
N : The total number of students

D. FINDINGS

The result of data analysis was presented in this part through speaking test. In this part the researchers analyzed the data consist of pretest and posttest. The researchers give a pretest to know the students' achievement to speak English by Three Step Interview Technique and after giving a treatment by interviewing which other, the researchers gave back to the students as namely posttest. Data analysis of learning speaking by using Three Step Interview Technique, to answer the question of problem statement is" What extend Three Step Interview Technique can enhance the students' achievement to speak English?". Pretest was given before the researchers gave a treatment or teaching process by using Three Step Interview Technique. In pretest there were 23 students, there were 12 (52,17%) for the students who classified very poor and students who classified poor 3 (13,4%). There were 5 (21,74%) for the students who classified fair and students who classified good 2 (8,70%). And only 1 (4,35%) student who classified excellent.

Posttest activity was given to students after the researchers gave a treatment. In posttest there were 23 students, there were 3 (13,04%) for the students who classified fair and students who classified good 10 (43,48%). There were 10 (43,48%) for the students who classified excellent. And none of them were classified "poor and very

poor". It means that the learning **speaking** by using Three Step Interview Technique of the students in posttest was getting better after giving them treatment by using Three Step Interview Technique to know the students' achievement. The data in previous section shows that the application of Three Step Interview Technique was effective to enhance the learners' achievement to speak English at English Study club (ESC) SMKN2 Watampone. It was supported by the fact that the mean score of posttest was higher than of pretest (76,35>45,10). T-test value was used to know whether there was or not significant difference between pretest and posttest in speaking achievement by using Three Step Interview Technique at the level of significance 0,05 or 5% where N= number of students (23), df: 23-1 = 22. The researchers concluded that t-test value was greater than t-table (20,92>2.074). It meant that, the students' speaking achievement enhanced.

E. DISCUSSION

This part presented the result of the effectiveness teaching speaking by using Three Step Interview Technique at English Study Club (ESC) SMKN2 Watampone. The description of the data collected as explained in the previous section showed that taught learning by using Three Step Interview Technique enhanced the learner speaking achievement to speak English of English Study Club (ESC) SMKN2 Watampone significantly. There are many researchers have taken cooperative learning and they were success for researching the technique one of them. Gibson in his research stated about the effectiveness of group working. He revealed that arranging the students in groups of four or five at the beginning of each class is the first step towards developing students' conversation abilities and effectively managing large class (Permanasari, 2013). So for researching in SMKN2 Watampone was success also by using cooperative learning " Three Step Interview Technique"

The mean score of the students enhanced after they were given treatment. The effectiveness of teaching speaking was marked by the result of the posttest. In posttest, after giving treatment the result was 10 students got excellent classification, 10 students got good classification and 3 students got fairly, no one student got poor and very poor classification. Whereas in pretest before giving treatment, 1 student was classified in excellent, 2 students got good classification, 5 students got fairly classification, 3 students got poor classification, and 12 students got very poor classification. It meant we can conclude that Three Step Interview Technique was effective in teaching speaking skill and can be used to overcome the students' problem in speaking, especially in composing proficiency, because it gave better effect in students' speaking achievement.

Three Step Interview Technique was effective technique which could be utilized to assist teacher in teaching speaking, especially in compose a good proficiency. Before students did learning speaking by using Three Step Interview Technique, they should know what was wrong before they can did it right by learning the steps of the speaking process, the elements necessary for good speaking , and the things were important to be put (or left).

Three Step Interview Technique provided an opportunity for students to speak more, did a conversation about speaking, and learnt from each other. The students participated in process of enhanced the learning speaking achievement, students took an active interest in speaking respectively. When they heard from other students, as if they were not doing a teacher, this one of their freedom in learning. Through Three Step

Interview Technique also the students heard from several view points that can enhance their communication about the process of speaking, their involvement with other students so that they were able to gather different perspectives of students varied ability levels and different backgrounds.

According to the data collected, learning speaking by using Three Step Interview Technique given in each meeting could attract the attention of students. Discussed with their friends and interviewed with other could enhance the students' achievement and also attractive to students. In fact, this type of testing allows the author to describe many things, whether that person, object, or place. One way to select appropriate teaching activities were matching students with materials. "If the students are not interested in a topic, they may reluctant to engage with the activity" (Harmer, 2001). If there are many students are not interested with the topic so the teacher have to look a good topic, technique, method and looked a interested place.

Three Step Interview Technique required learners not only how to speak a good, but they also gave advice to their speaking. Here, learners must take an active role in the process of speaking, once we knew the teacher learner centered, we turned it into a learner centered. With interviewer students in speaking, it saved the amount of work that must be done by a teacher. However, a teacher could not just sit back at the chair, to be effective expressed their idea, the teacher must be an active fasilitator. This meant that students should be monitored. The teacher will be actively involved in the process, and can ask students why they made that comment, or how they feel about this issue, or the teacher asked why they feel this speaking less.

To interview the students in teaching by using Three Step Interview Technique was effective enhanced the students' achievement. This achievement could be seen on the result of statistical analysis, the mean score of the students' posttest was higher than the mean score of the students' pretest. The most enhancement of ability was comprehension. Besides it also was supported by the t-test value was greater than t-table value for level of significance 0,05 or 5% degree of freedom. By using Three Step Interview Technique got support enhancements in this study because of Three Step Interview Technique help the students to clear their speaking. And also it was not only helpful in terms of speaking skills but they will begin to feel confident in their own abilities, and learnt to see more ways that they can enhance their own speaking achievement. After students can really learn, they did feedback and supported with each other.

F. CONCLUSION

Based on the findings and discussion above, the researchers conclude that Learning speaking by using Three Step Interview Technique can enhance the learners' speaking achievement. It is proved by the result of learners' test. The result shows that the mean score obtained by the students in the posttest (76,35) is greater than the mean score of the students in pretest (45,10). Learners' speaking achievement enhanced after the treatment. So, it can be concluded that learning speaking by using Three Step Interview Technique can enhance the learners' speaking achievement of English Study Club (ESC) SMKN2 Watampone.

For the enhancement of the teaching of English especially speaking. The researchers suggests that the teacher of English especially speaking should give the good technique in teaching English based on the learners' interest and their motivation

to learn English. Using Learning speaking by using Three Step Interview Technique can enhance the learners' speaking achievement. The students should be better to make use the Three Step Interview Technique to enhance their vocabulary by practicing it in speaking.

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The Design and Implementation of Course view as A Blended Learning Media

Kalayo Hasibuan & Ridho Hilmawan

ABSTRACT

In this global era, the use of information technology in education must be realized. Modern learning utilizing information technology commonly known as e-learning is a media that facilitateslearners and educators to apply instructional processes on line. E-learning is a learning process that aims to integrate the modes of traditional learning, distance learning, and the combination of various other learning models called blended learning as a Learning Management System (LSM). Blended learning model is designed based on procedural, conceptual, and theoretical models. The form of blended learning discussed in this paper is named Course View as a web-based media in which the instructional processes are performed. Course view is designed in the form of procedural models, conceptual models and theoretical models.. Procedural model is a model that describes, which outlines the steps that must be followed to produce a course design. The conceptual model is a model that describes the analytical components of the product that will be developed as well as the linkages between components in the course design. Meanwhile, theoretical model is a model that shows the relationship between interrelated information technology.roles to support instructional processes effectively and efficiently.The implementation of course view results a student-friendly learning process that is more collaborative, flexible, convenient, measurable, as well as conceptual, innovative and creative.

Keywords : Design; Implementaion; Course view.

1. INTRODUCTION

Instructional technology with e-learning application currently develops increasingly in the field of teaching and learning.E-learning becomes a necessity in the modern era of teaching and learning. Along with the rapid development of information technology, dissemination of knowledge, especially in academic circles grows faster. Activities of knowledge transfer at leading universities are considered not enough just to rely on face-to-face method between educators/instructors/teachers and students.Therefore, education providers and teaching institutions are required to sustainably develop instructional technologies in order to meet the widest learning access for society, especially for the higher education institutions that can done through online learning programs (e-learning).

Thus, online learning system with e-learning methods can be applied to complement the conventional method (face to face) to motivate students learning in higher education, such as UIN SUSKA Riau in its effort to realize its vision "to be a world Islamic University and internationally recognized that integrates Islamic teachings, science, technology and arts by the year 2023 " (Stature of UIN SUSKA Riau, 2014-2023).

Modern learning utilizing information technology commonly known as e-learning is a media that facilitateslearners and educators to apply instructional processes on line. E-learning is a learning process that aims to integrate the modes of traditional learning, distance learning, and the combination of various other learning models called blended learning as a Learning Management System (LSM).

Blended learning model is designed based on procedural, conceptual, and theoretical models. The form of blended learning discussed in this paper is named Course View as a web-based media in which the instructional processes are performed. Course view is designed in the form of procedural models, conceptual models and theoretical models. Procedural model is a model that describes, which outlines the steps that must be followed to produce a coursedesign. The conceptual model is a model that describes the analytical components of the product that will be developed as well as the linkages between components in the course design. Meanwhile, theoretical model is a model that shows the relationship between interrelated information technology roles to support instructional processes effectively and efficiently.

2. INSTRUCTIONAL DESIGN

Instructional design is an area of research that has increased attention in recent years, which aims to develop learning activities. There are someideas that develop on the importance of instructional design. First, instructional design makes people learn better when actively involved in doing something (i.e engaged in learning activities);second with instructional design, learning activities can be sorted or structured carefully and deliberately in the workflow of learning to improve learning to be more effective;and third, instructional design will be useful to record 'learning design' to share and reuse in the future.

Instructional design approach should be based on learning theories that are commonly known as behaviorism, cognitivism, and constructivism. Each approach learning theory can be explained as follows (**http://elearningcurve.edublogs.org**).

First, behaviorism focuses on changes in behavior that can be observed and measured, which is done repeatedly until the behavior can be automated. The behavior change is influenced or shaped by the environment outside yourself (external) individuals, from the influence of "internal" individual self (the possibility of thought processes inside a learner's mind). So that behaviorism approach with regard to what the participants learned need to know through methods such as recognizing something, rote (rote memorization), and associate something (association). In this case, the task was to memorize and study participants respond; while faculty provide "feedback" response if the proposed participants learn "correct / incorrect" and provide training. In conjunction with learning design (instructional), behaviorism approach can be applied to produce learning outcomes that can be measured and observed among participants to learn and use the "reward" and the delivery of "feedback" to improve the performance of the learning to learn; and guided participants learn to master the "skill" or behavior.

Second, cognitivism observed patterns of change in the behavior of the newly formed as a result of learning, but focus on what cognitivism ignored by behaviorism approach, that is the thought process behind the behavior. Changes in behavior that can be observed, which is inherent in the theory of cognitivism approach, then changes in behavior can be used as an indicator of what is happening in the thinking of the individual (inside the individuals' mind). Based learning approach is more likely to internal individual and active engagement with the process mental.

Different from behaviorism approach (which focuses anything), Cognitivism focuses on how - how to learn; which behaviorism focused on approach to the teaching staff (teacher-focused approach) and Cognitivism leads to approaches that focus on the participants learning (learner-focused approach). Cognitivism approach can use the tools (tools) and technologies that mimic the thought processes such as problem solving (problem solving),thinking and processing information (information processing) and the formation of the concept (concept formation).

Third, constructivism also portrayslearners as a center of learning environment; they not only receive information passively; but they actively involve in the reconstruction of individual knowledge, which science is basically transmitted from learners to the other learners. From the view point of constructivism, learners control their own learning. Thus, the availability of information can be accessed easily; so each learner can access the contents of teaching materials and use information based on their purpose of learning."

From the explanation of each learning theory approach, it can be concluded that none of them is considered the best approach. The application of the theory of learning approach is dependent on factors such characteristics of learners in designing learning (instructional design).

3. Online Learning

Online learning can be the most difficult of all three to define. Some prefer to distinguish the variance by describing online learning as "wholly" online learning (Oblinger, 2005), whereas others simply reference the technology medium or context with which it is used (Lowenthal, Wilson, & Parrish, 2009). Others display direct relationships between previously described modes and online learning by stating that one uses the technology used in the other (Rekkedal et al., 2003; Volery& Lord, 2000). Online learning is described by most authors as access to learning experiences via the use of some technology (Benson, 2002; Carliner, 2004; Conrad, 2002). Both Benson (2002) and Conrad (2002) identify online learning as a more recent version of distance learning which improves access to educational opportunities for learners described as both nontraditional and disenfranchised. Other authors discuss not only the accessibility of online learning but also its connectivity, flexibility and ability to promote varied interactions (Ally, 2004; Hiltz&Turoff, 2005; Oblinger&Oblinger, 2005). Hiltz and Turoff (2005) in particular not only elude to online learnings' relationship with distance learning and traditional delivery systems but then, like Benson (2002) makes a clear statement that online learning is a newer version or, and improved version of distance learning. These authors, like many, beleive that there is a relationship between distance education or learning and online learning but appear unsure in their own descripive narratives.

4. E-Learning

E-learning is defined as any use of technology for learning outside the boundaries of the physical classroom The growth of the Internet is bringing online education to people in corporations, institutes of higher learning, the government and other sectors (Hall, Brandon.2001). The challenge of technology today is capturing information and building useful and meaningful databases whose contents are retrievable when and where needed. Both information technology and telecommunications are driving the need for e-learning and at the same time creating

the means to accomplish it.

The most important foundation for e-learning in an organization is a learning management system (LMS). A learning management system provides the infrastructure and database from which employees may quickly tap e-learning courses, registration and needs assessment, as well as receive just-in-time training. The infrastructure for e-learning gives managers the ability to track usage and scores, enable online registration, deliver courses and update calendars as needed. Learning management systems also can incorporate e-commerce to track payments from customers. Courses can be created once, then distributed to thousands of students simultaneously using LANs, WANs or the Internet.

5. Collaborative Learning

Collaborative learning is an instructional method in which a group of students together can work based on their ability to complete assignments or tasks, combine and synchronize with the completion of other students' tasks (Diaz, Veronic,a et al., 2010). Collaborative learning can happen when two or more people learn something together. Collaborative learning differs from individual learning where the individual learning is limited to just one source and expertise while on collaborative learning students can share information, ideas and evaluate each other. Collaborative learning can be done face to face or using media technology to discuss with each other.

Johnson and Holubec (1993) state that collaborative learning provides students with the opportunity to develop social skills. The technology support for collaborative learning is known such as collaborative networked learning (CNL) and E-portfolios. According to Findley (1987), CNL is a learning process that uses electronic media for dialogue among faculty, students, and experts in their field.

An e-portfolio as a type of learning recordsprovides actual evidence of achievement. Learning records are closely related to the learning plan, and are used to manage learning by individuals, teams, communities of interest, and organization (Wikipedia).In the world of education electronic portfolio is a collection of the work of every student that helps them to organize, archive, and look back at every task that has been done. In the tasks in electronic form, an instructor can evaluate student portfolios by using internet or other electronic media. Collaborative learning aims tomake instructional participants (students) to perform active learning or holistic learning activities as described the following chart.

	Getting Information & Ideas	Experience		Reflective Dialogue, with	
		"Doing"	"Observing"	Self	Others
Direct	• Primary data • Primary sources	• "Real Doing," in in authentic settings	• Direct observation of phenomena	• Reflective thinking • Journaling	• Dialogue (in or out of class)
Indirect, Vicarious	• Secondary data and sources • Lectures, textbooks	• Case Studies • Gaming, Simulations • Role Play	• Stories (Can be accessed via: film, oral history, literature)		
Online	• Course website • Internet	• Teacher can assign students to "directly experience _____." • Students can engage in "indirect" kinds of experience online.		• Students can reflect and then engage in various kinds of dialogue online.	

6. Developing The Online Course

The development of a web-based course system involves the three stages, namely Planning, Design, and Implementation.

A. Planning

The first step in planning online course is to reinvent and re-conceptualize courses. Online courses do not function just like face-to-face classes, and designing the online course is not a simple matter of putting the material on the web. Designing first online course will likely challenge pedagogical mettle. By grounded in the theoretical work of Marshall McLuhan (1994) and Neil Postman (1985) who taught that every medium speaks in a unique way.developing an online course requires instructors to "think differently" about teaching and learning online (Fish & Wickersham, 2009, p. 283) and to re-conceptualize what they do. One observer adamantly stated, "Instructors must adapt their course materials and teaching styles to the new medium, as Internet instruction and classroom instruction are two different creatures and are not interchangeable" (Dyrud, 2000, p. 88).

The earliest attempts at online teaching fell victim to this fallacy that one could simply put lecture notes or slides or a videotaped lecture on a webpage and call it "online learning." Although there are advantages to having course material such as filmed lectures available for immediate and repeated recall, online learning theorists initially warned that these methods would not result in much student learning (Bourne, McMaster, Rieger, & Campbell, 1997). Such approaches inherently focus on information or course content and neglect other important elements of the learning process, such as the classroom environment, collegiality, problem solving and cooperation.

Web-based course could be defined as the use of the Internet for the delivery of designed, structured learning experiences. Like all structured learning, Web-based course is always the result of an instructional development process

Instructional strategies are the methods used to present instructional sequences at the course level, unit level and lesson level. There are a number of guiding theories of instruction from behavioural, cognitive and constructivist perspectives (Nipper, Soren, 1999). The most common approaches used for computer and Internet-based education is the cognitive approaches. Four components required for effective instruction :

a. Information presentation
b. Learner Guidance
c. Practice with Feedback
d. Learning Assessment

B. Design

In the design phase, decisions are typically made regarding the instructional strategies and supporting media, which will be used to meet, defined learning objectives. A decision to use the Internet or World Wide Web as a delivery vehicle does not immediately define the types of authoring and development tools that will be used. That decision depends on what instructional strategies the Internet will be used to support, in what capacity the Internet will be used to deliver those instructional

strategies, what specific media might be embedded within an Internet environment to support those strategies, and the technical and organizational limitations of the instructors.

The design of The Web-based classroom helps identify its structure and appearance. Most Web-based classrooms increase to provide access to a large amount of information, tasks, and resources. Any large collection of information must be structured in a logical and familiar manner. If it is not, the users of that information will not be able to perform the necessary tasks or access the required information. A Web site is actually a combination of two structures: the presentation structure and the storage structure. These structures can be exactly the same, completely different, or any combination in between. The greater the similarity between the two structures, the easier it is to maintain the Web site. The presentation structure is the mental model of the Web-based classroom's structure formed by visitors as they browse through the pages of the site. The storage structure is the hierarchy of files and directories (called folders) used on the Web server to store the classroom's Web pages and other data.

C. Implementation of Product Design

The development model of Course View as a Learning Management System (LSM) for class teaching and learning is designed in the form of procedural models, conceptual models and theoretical models proposed previously. Procedural model is a model that describes, which outlines the steps that must be followed to produce the Course Design. The conceptual model is a model that describes the analytical components of the product that will be developed as well as the linkages between components in Course Design. Meanwhile, theoretical model is a model that shows the relationship between interrelated information technology roles to support instructional processes effectively and efficiently.

Its implementation involves steps such as pilot testing and verifying the content and functionality of online course website. An application-web based for online course system will develop in this section. Web-based applications can be viewed anytime and anywhere, the following display web pages that are public online course by sign in and it that can be reviewed by anyone.

The Course View product designed uses the world wide web technology; so it can be accessed anytime and anywhere online with internet access by any user on-line learning system course view. On its design online learning system, this course view has several features that support lecturers that comprise features such as :

(1) student attendance,
(2) upload and download course materials,
(3) discussion of course contents;
(4) upload coursework by students,
(5) activeness of student assessment;
(6) permit of the publication of material to students,
(7) the division of classes in each course,
(8) view all discussions,
(9) class assessment report,
(10) print-out both material and certificate.

Each is described as follows:

1. Student attendance feature

As in conventional lecture, the online lecture through course view has the feature for the attendance of students that can be used to determine the student's participation in the online lectures. Lecturers can determine which students join the course online from the subject that a lecturer is assigned to teach. By using the feature of this attendance, lecturers can easily recapitalize any students who attend lectures and who do not.

2. Upload and download course content Feature

The lecture online through course view provides upload lecture feature conducted by the lecturer of the course and the material uploaded by the lecturer of the course can be downloaded by students who attend online lectures on subjects that taught by the lecturers. The lecturer uploads material may be a reference to start a lecture discussion then students can seek other reference for comparisons of reference presented by the lecturers.

3. Lecture discussion feature,

The students and the lecturer of the course through course view are provided a feature to enable students and the lecturer to discuss with each other, and there are several advantages of the feature presented in the lecture discussion through course view as in this discussion students can repeat the subject of any discussion without having to record what was discussed, and they can discuss the material from the various references without having to refer to the references listed by the lecturer. So, the discussion presented in this online lecture refers to the theory of constructivism where the discussion is not monotonous.

4.Upload student assignment feature,

The course view as an online learning system is designed an upload feature for student assignments, that is the feature to upload students' tasks in which it facilitates students and the lecturer of the course to send and collect tasks of each student, and the tasks can practically be reviewed and re-assessed by the lecturer of the course anytime and anywhere, and students do not have to bother how to submit the task they have completed and submitted to the lecturer of the course.

5. Activeness of student assessmentfeature

The course view provides students a feature for assessment. Online system of teaching and learning through course viewcan assess the activity of the students both in discussions and meetings online lectures. The students' activeness is assessed automatically by the system. The system will give an assessment to each student if the student is active in the course. It can also help the lecturer of the course to assess students' progress to join the course and their learning outcomes in terms of their activeness. For the current assessment is based upon the parameters activeness of students in the subject matter of discussion that they join based their continuous participation in visiting or review the discussion of the subject they join.

6. Permit to the publication of materialfeature

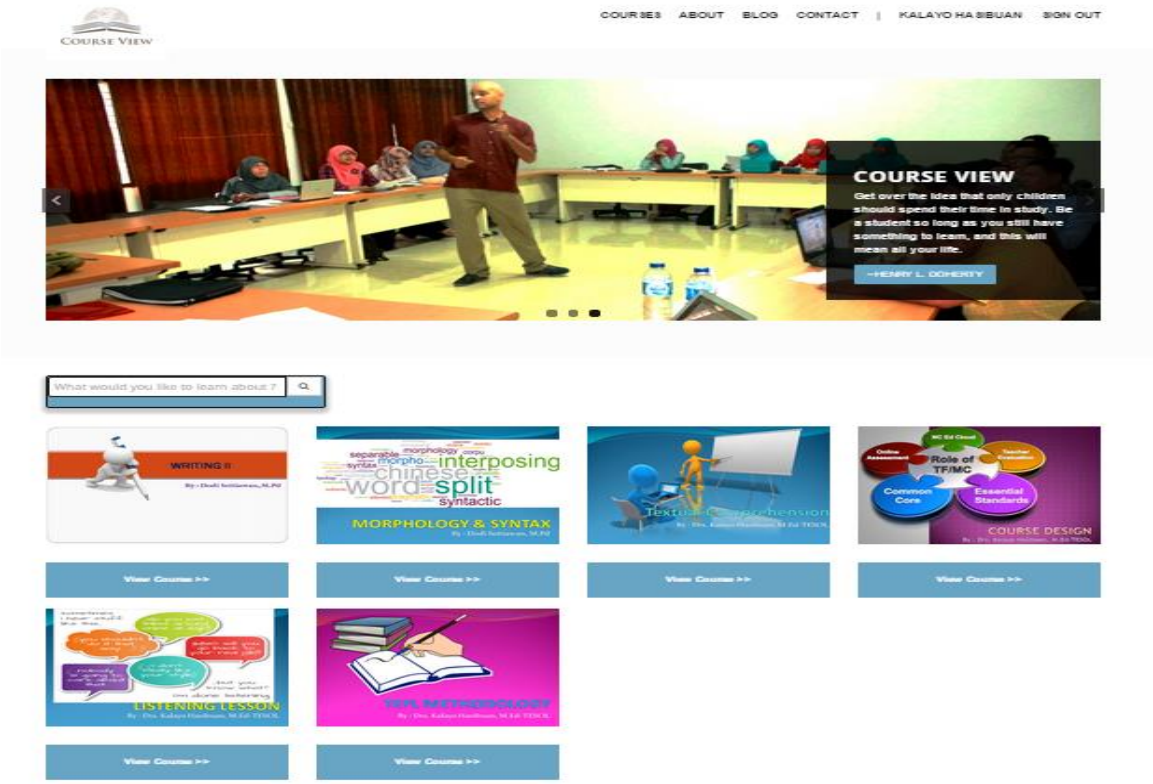
The course view also provides a feature for students to have a permit to access the course material that has been uploaded by lecturer of the course. The course view is accessible to students who join the courses. However, not all of the course materials can be displayed simultaneously online learning system through course view. Lecturers can determine which material should be shown and discussed by students in advance, if the material has been reached on what the objectives of the subject matter, and then the lecturer of the course can continue the discussion to the next material, so that the students can understand any material studied by other students.

7. Class division course feature

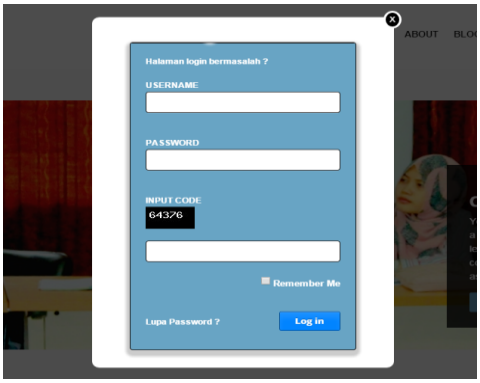
Online learning through course view is designed to be used appropriately by students who want to join the lectures available in course view. Lecturer of the course can determine to allow students to participate in the learning process and which students are not allowed to participate in the learning process of the subject. In the online learning system, each student through course view can request the lecturer or the course view administrator to join the coursepresented in the online learning system of the course view, but the lecturer has the authority for students to join the course.

In Figure 2 below we can see thin title and a brief description of the course are available.

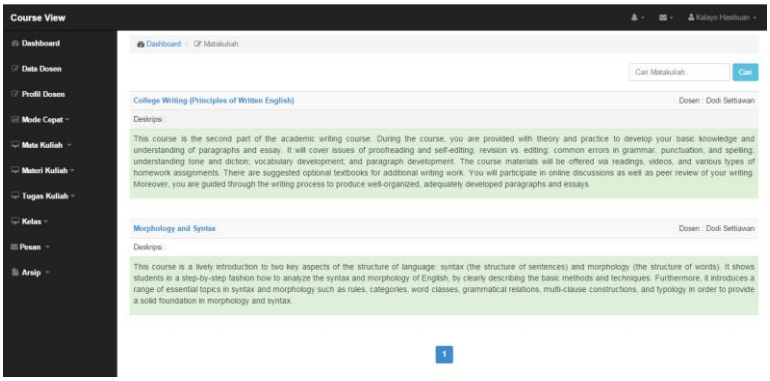
1. Homepage course view



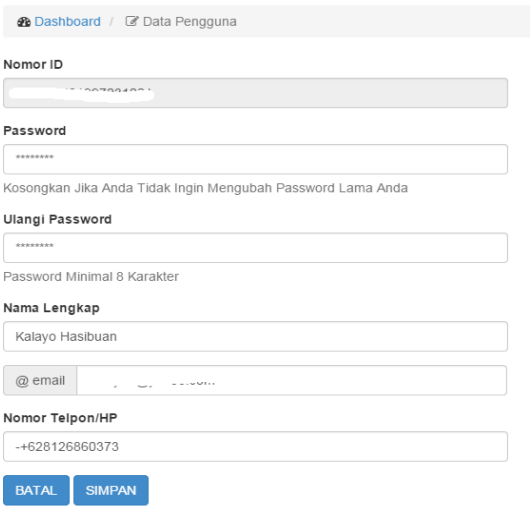
2. Login System

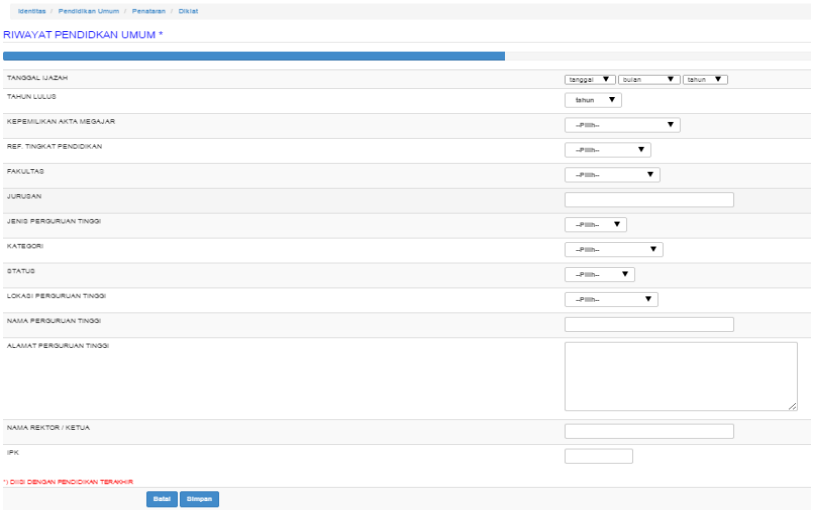


3. Lecturer's Dashboard

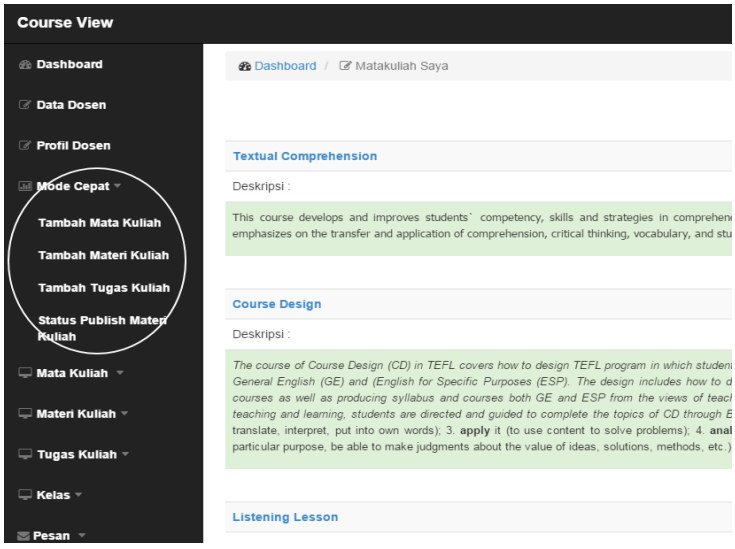


4. Lecturer's Profile

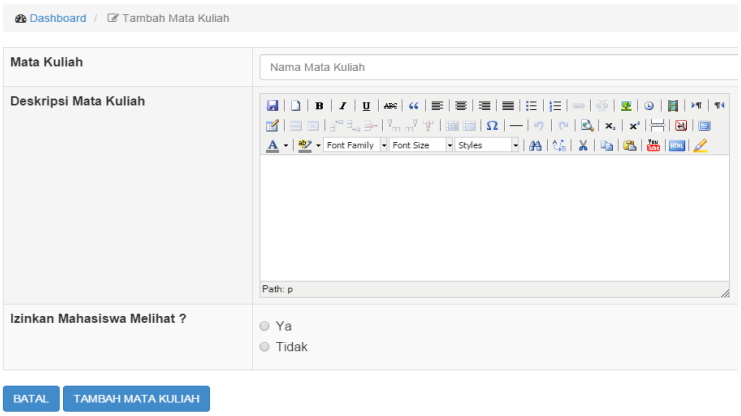




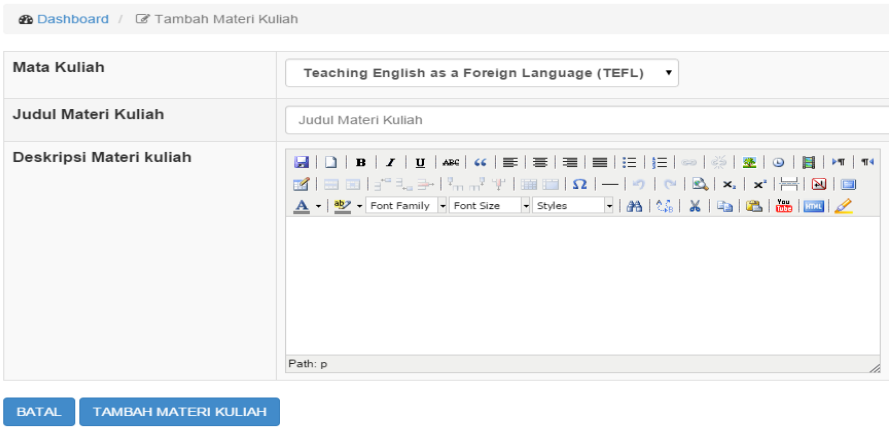
5. Quick Mode



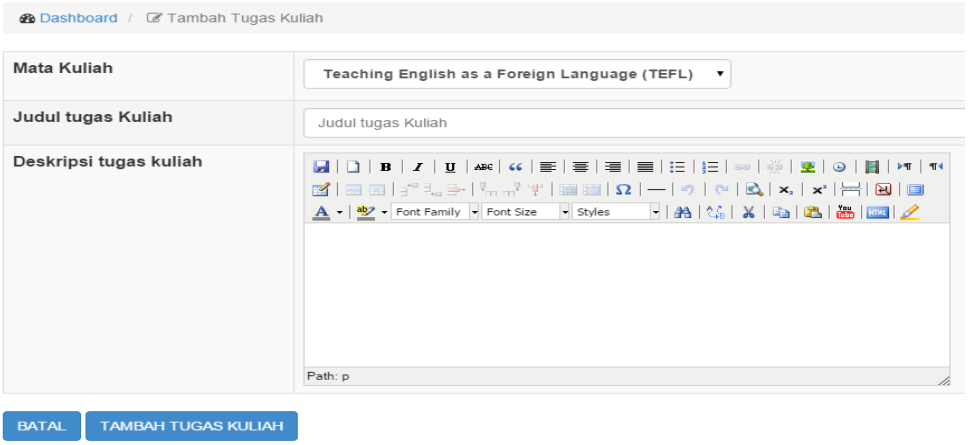
a. Add Courses



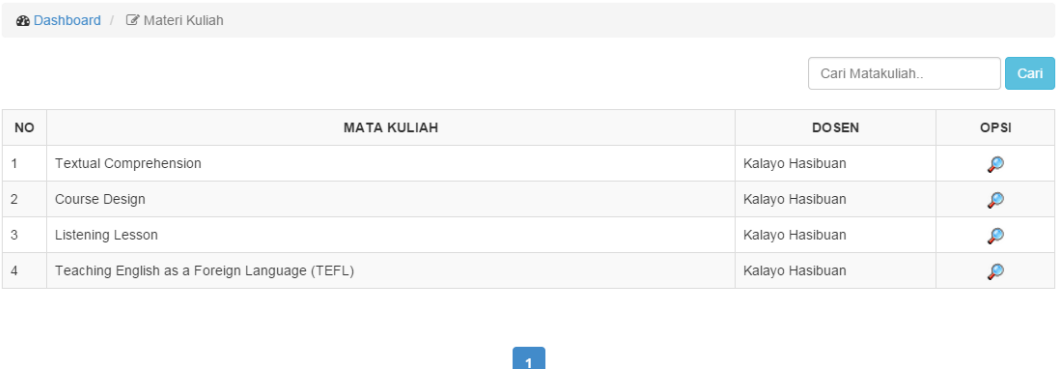
b. Add Content of Courses

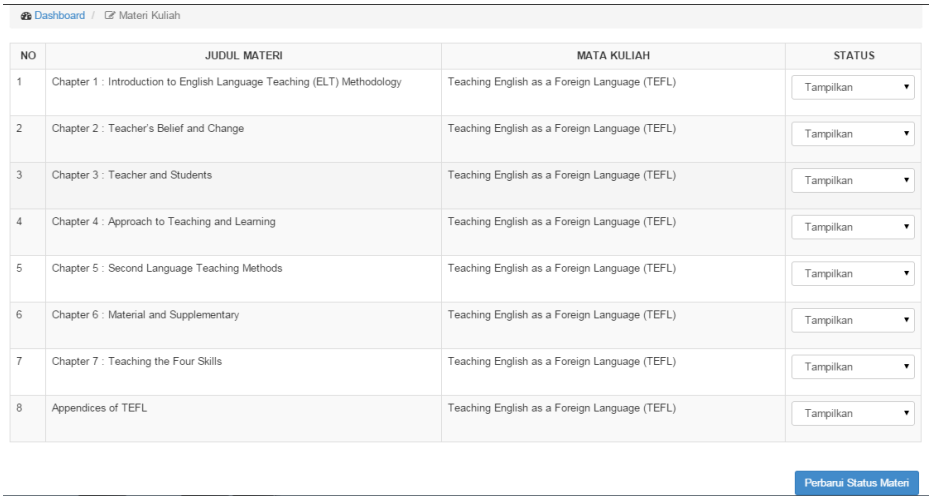


c. Add Assestment

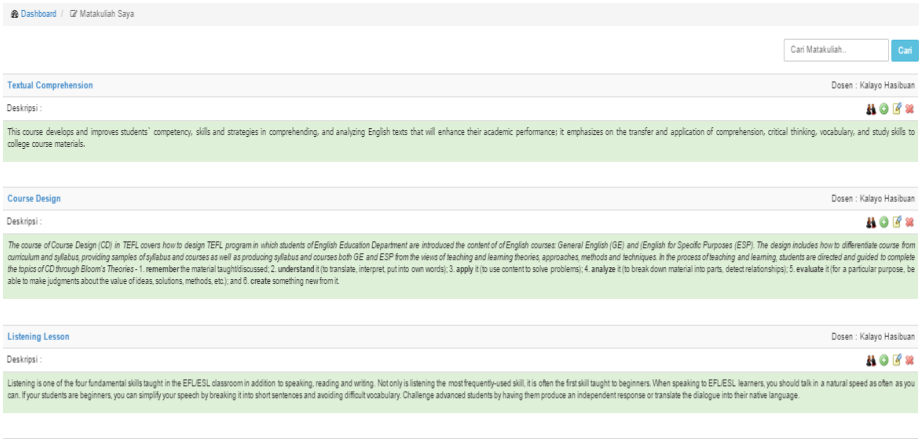


d. Publish Content

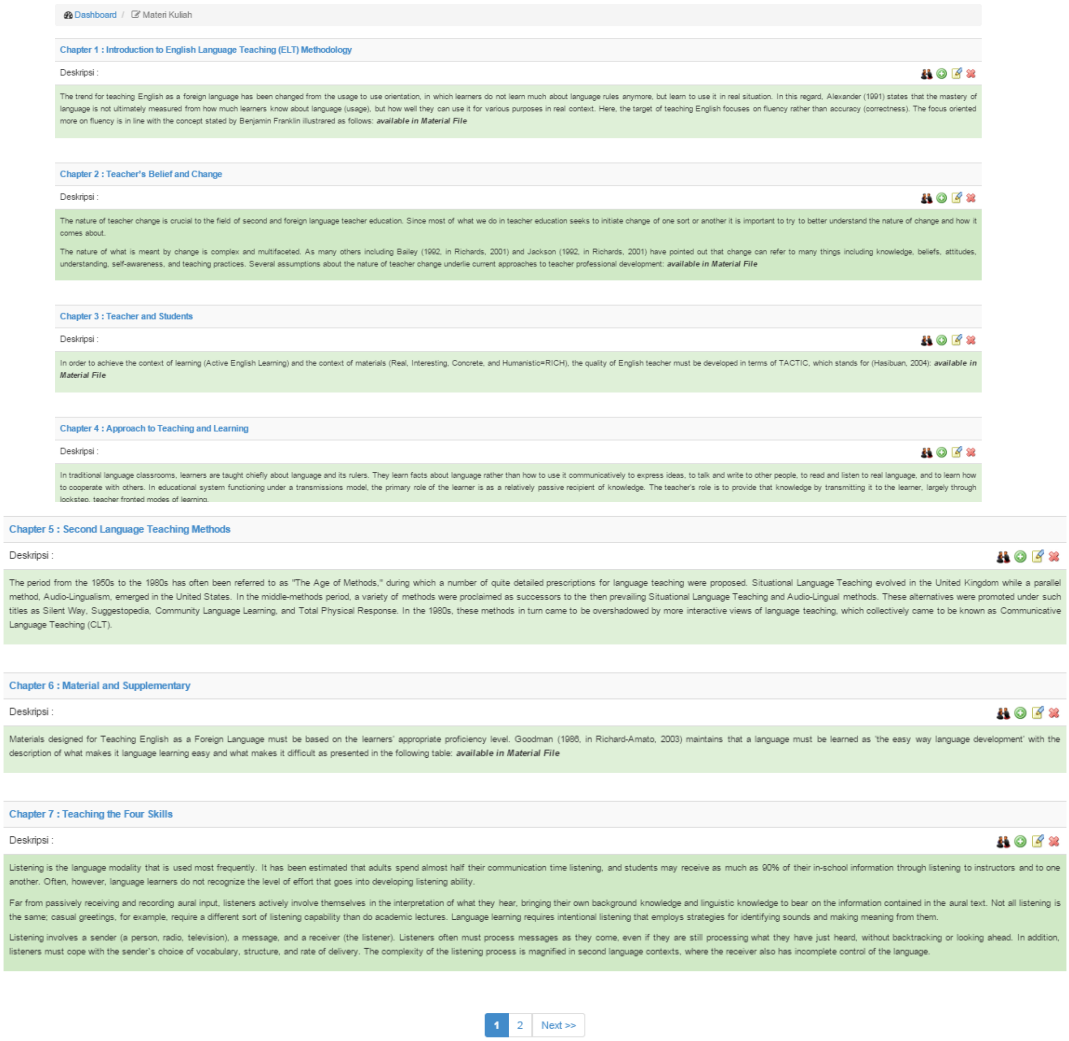




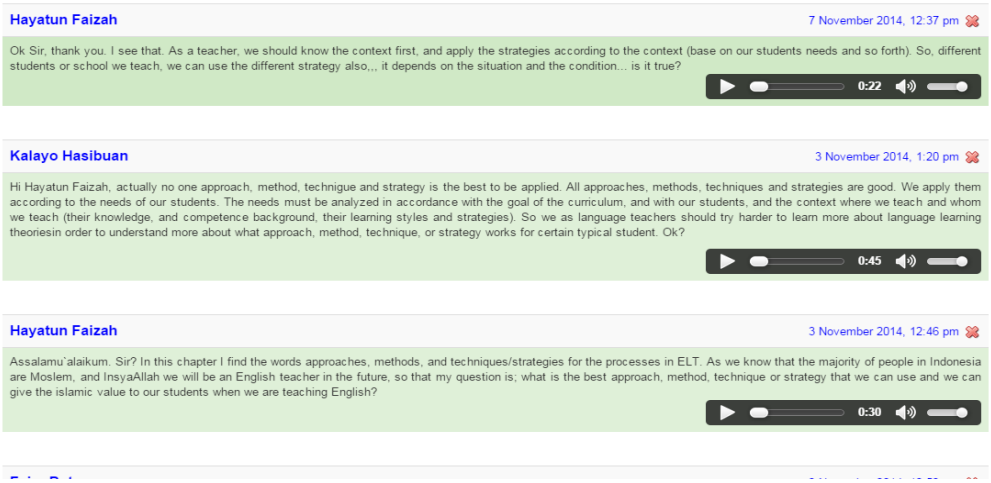
6. My Courses

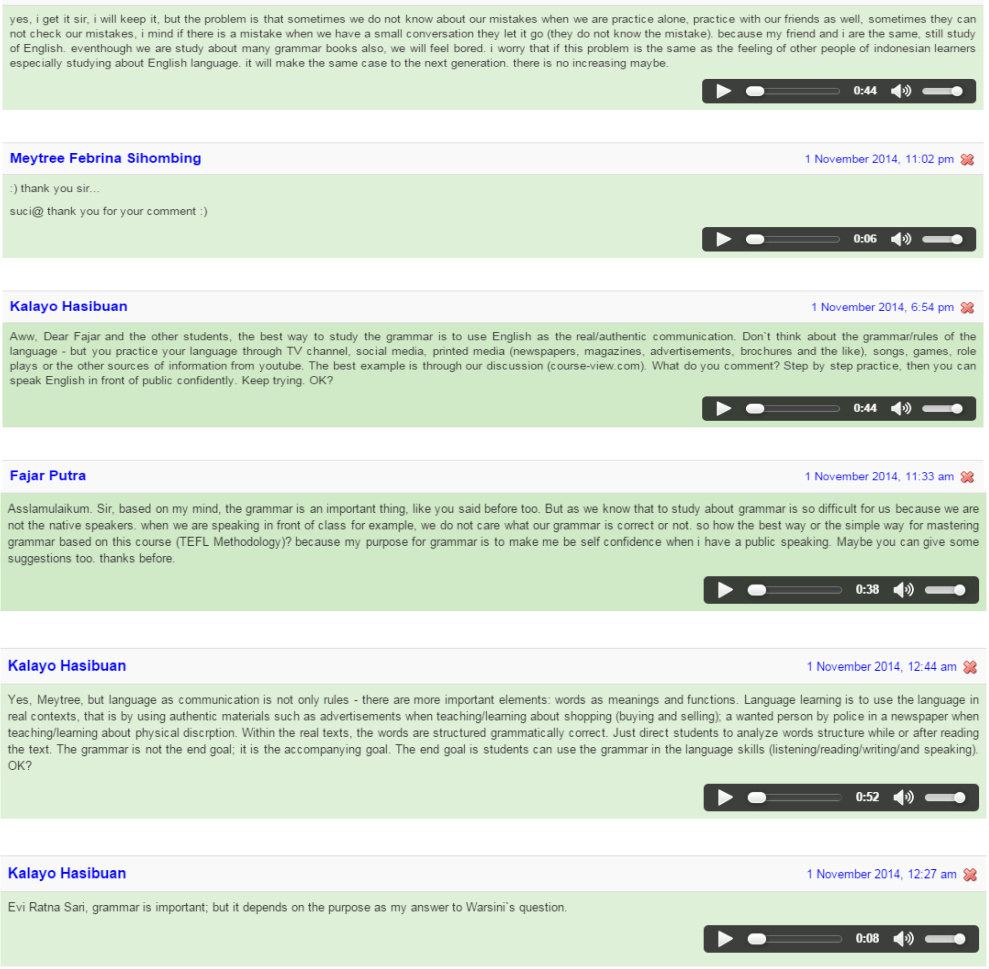


7. Content of Courses



8. Content's Discussion





yes, i get it sir, i will keep it, but the problem is that sometimes we do not know about our mistakes when we are practice alone, practice with our friends as well, sometimes they can not check our mistakes, i mind if there is a mistake when we have a small conversation they let it go (they do not know the mistake). because my friend and i are the same, still study of English. eventhough we are study about many grammar books also, we will feel bored. i worry that if this problem is the same as the feeling of other people of indonesian learners especially studying about English language. it will make the same case to the next generation. there is no increasing maybe.

0:44

Meytree Febrina Sihombing 1 November 2014, 11:02 pm

:) thank you sir...

suci@ thank you for your comment :)

0:06

Kalayo Hasibuan 1 November 2014, 6:54 pm

Aww, Dear Fajar and the other students, the best way to study the grammar is to use English as the real/authentic communication. Don't think about the grammar/rules of the language - but you practice your language through TV channel, social media, printed media (newspapers, magazines, advertisements, brochures and the like), songs, games, role plays or the other sources of information from youtube. The best example is through our discussion (course-view.com). What do you comment? Step by step practice, then you can speak English in front of public confidently. Keep trying. OK?

0:44

Fajar Putra 1 November 2014, 11:33 am

Asslamulaikum. Sir, based on my mind, the grammar is an important thing, like you said before too. But as we know that to study about grammar is so difficult for us because we are not the native speakers. when we are speaking in front of class for example, we do not care what our grammar is correct or not. so how the best way or the simple way for mastering grammar based on this course (TEFL Methodology)? because my purpose for grammar is to make me be self confidence when i have a public speaking. Maybe you can give some suggestions too. thanks before.

0:38

Kalayo Hasibuan 1 November 2014, 12:44 am

Yes, Meytree, but language as communication is not only rules - there are more important elements: words as meanings and functions. Language learning is to use the language in real contexts, that is by using authentic materials such as advertisements when teaching/learning about shopping (buying and selling); a wanted person by police in a newspaper when teaching/learning about physical discrption. Within the real texts, the words are structured grammatically correct. Just direct students to analyze words structure while or after reading the text. The grammar is not the end goal; it is the accompanying goal. The end goal is students can use the grammar in the language skills (listening/reading/writing/and speaking). OK?

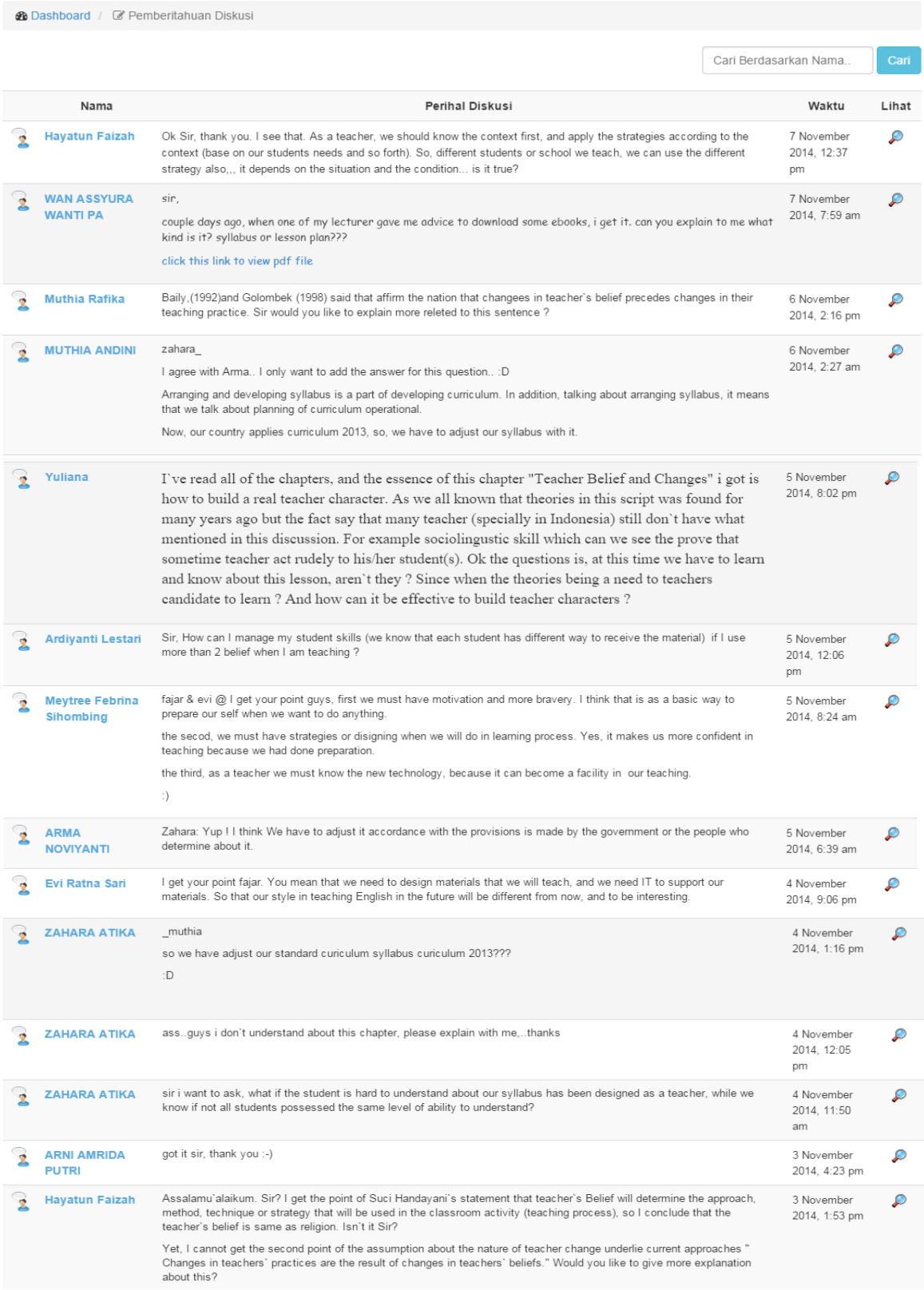
0:52

Kalayo Hasibuan 1 November 2014, 12:27 am

Evi Ratna Sari, grammar is important; but it depends on the purpose as my answer to Warsini's question.

0:08

9. Disscuss Anouncement

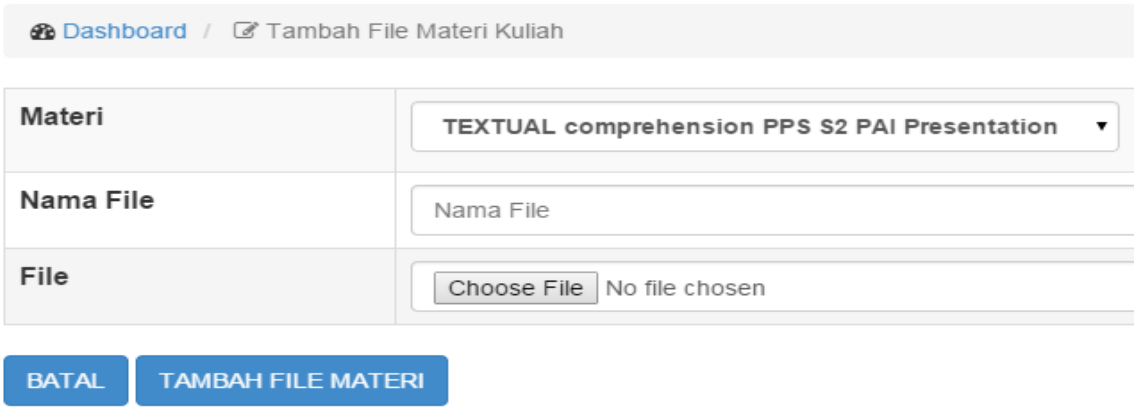


Dashboard / Pemberitahuan Diskusi

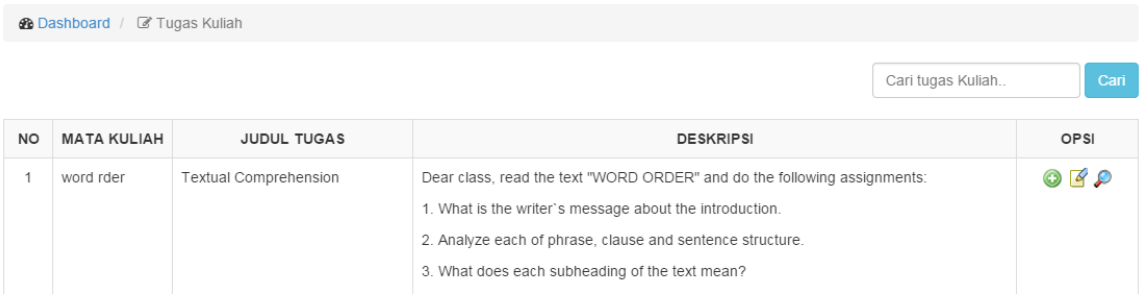
Cari Berdasarkan Nama.. Cari

Nama	Perihal Diskusi	Waktu	Lihat
Hayatun Faizah	Ok Sir, thank you. I see that. As a teacher, we should know the context first, and apply the strategies according to the context (base on our students needs and so forth). So, different students or school we teach, we can use the different strategy also,,, it depends on the situation and the condition... is it true?	7 November 2014, 12:37 pm	
WAN ASSYURA WANTI PA	sir, couple days ago, when one of my lecturer gave me advice to download some ebooks, i get it. can you explain to me what kind is it? syllabus or lesson plan??? click this link to view pdf file	7 November 2014, 7:59 am	
Muthia Rafika	Baily,(1992)and Golombek (1998) said that affirm the nation that changees in teacher`s belief precedes changes in their teaching practice. Sir would you like to explain more releted to this sentence ?	6 November 2014, 2:16 pm	
MUTHIA ANDINI	zahara_ I agree with Arma.. I only want to add the answer for this question.. :D Arranging and developing syllabus is a part of developing curriculum. In addition, talking about arranging syllabus, it means that we talk about planning of curriculum operational. Now, our country applies curriculum 2013, so, we have to adjust our syllabus with it.	6 November 2014, 2:27 am	
Yuliana	I`ve read all of the chapters, and the essence of this chapter "Teacher Belief and Changes" i got is how to build a real teacher character. As we all known that theories in this script was found for many years ago but the fact say that many teacher (specially in Indonesia) still don`t have what mentioned in this discussion. For example sociolingustic skill which can we see the prove that sometime teacher act rudely to his/her student(s). Ok the questions is, at this time we have to learn and know about this lesson, aren`t they ? Since when the theories being a need to teachers candidate to learn ? And how can it be effective to build teacher characters ?	5 November 2014, 8:02 pm	
Ardiyanti Lestari	Sir, How can I manage my student skills (we know that each student has different way to receive the material) if I use more than 2 belief when I am teaching ?	5 November 2014, 12:06 pm	
Meytree Febrina Sihombing	fajar & evi @ I get your point guys, first we must have motivation and more bravery. I think that is as a basic way to prepare our self when we want to do anything. the secod, we must have strategies or disigning when we will do in learning process. Yes, it makes us more confident in teaching because we had done preparation. the third, as a teacher we must know the new technology, because it can become a facility in our teaching. :)	5 November 2014, 8:24 am	
ARMA NOVIYANTI	Zahara: Yup ! I think We have to adjust it accordance with the provisions is made by the government or the people who determine about it.	5 November 2014, 6:39 am	
Evi Ratna Sari	I get your point fajar. You mean that we need to design materials that we will teach, and we need IT to support our materials. So that our style in teaching English in the future will be different from now, and to be interesting.	4 November 2014, 9:06 pm	
ZAHARA ATIKA	_muthia so we have adjust our standard curiculum syllabus curiculum 2013??? :D	4 November 2014, 1:16 pm	
ZAHARA ATIKA	ass..guys i don`t understand about this chapter, please explain with me,..thanks	4 November 2014, 12:05 pm	
ZAHARA ATIKA	sir i want to ask, what if the student is hard to understand about our syllabus has been designed as a teacher, while we know if not all students possessed the same level of ability to understand?	4 November 2014, 11:50 am	
ARNI AMRIDA PUTRI	got it sir, thank you :-)	3 November 2014, 4:23 pm	
Hayatun Faizah	Assalamu`alaikum. Sir? I get the point of Suci Handayani`s statement that teacher`s Belief will determine the approach, method, technique or strategy that will be used in the classroom activity (teaching process), so I conclude that the teacher`s belief is same as religion. Isn`t it Sir? Yet, I cannot get the second point of the assumption about the nature of teacher change underlie current approaches " Changes in teachers` practices are the result of changes in teachers` beliefs." Would you like to give more explanation about this?	3 November 2014, 1:53 pm	

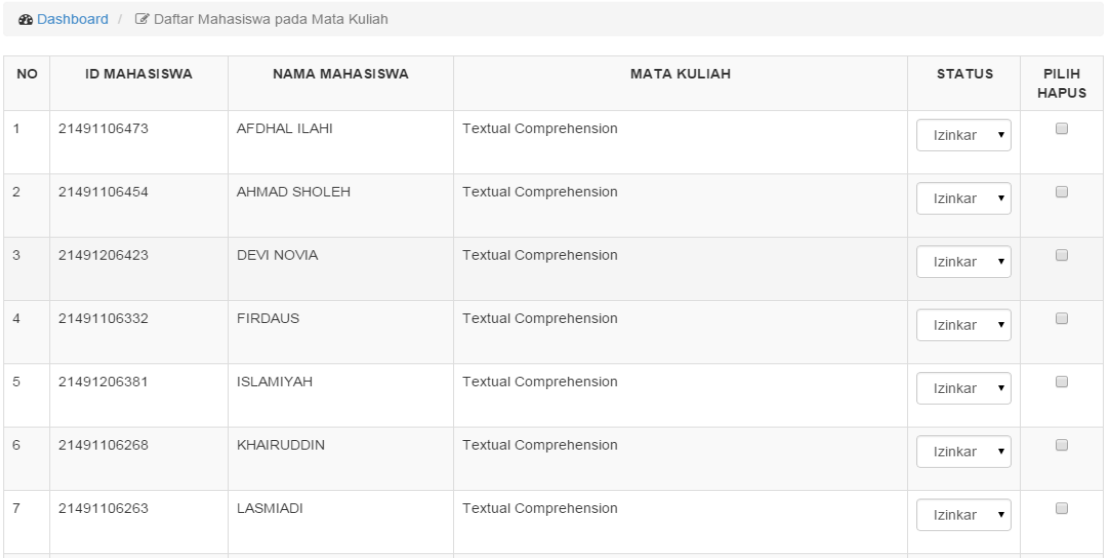
10. Upload Content



11. Assestment



12. Course Aproval



13. Students Attendance

Dashboard / Materi Kuliah

NO	JUDUL MATERI	MATA KULIAH	OPSI
1	Chapter 1 : Introduction to English Language Teaching (ELT) Methodology	Teaching English as a Foreign Language (TEFL)	
2	Chapter 2 : Teacher's Belief and Change	Teaching English as a Foreign Language (TEFL)	
3	Chapter 3 : Teacher and Students	Teaching English as a Foreign Language (TEFL)	
4	Chapter 4 : Approach to Teaching and Learning	Teaching English as a Foreign Language (TEFL)	
5	Chapter 5 : Second Language Teaching Methods	Teaching English as a Foreign Language (TEFL)	
6	Chapter 6 : Material and Supplementary	Teaching English as a Foreign Language (TEFL)	
7	Chapter 7 : Teaching the Four Skills	Teaching English as a Foreign Language (TEFL)	
8	Appendices of TEFL	Teaching English as a Foreign Language (TEFL)	

Dashboard / Absensi Masuk

NO	ID MAHASISWA	NAMA MAHASISWA	WAKTU MASUK
1	11214200334	Mutik Atun Arodiyah	2014-10-18 18:33:55
2	11214204296	April Lovina	2014-10-18 19:53:53
3	11214202547	Sucianik	2014-10-19 08:54:13
4	11214202715	Ale Rusnia	2014-10-19 09:07:27
5	11214101287	Umar Subagio	2014-10-19 17:35:08
6	11214204168	Muthia Rafika	2014-10-20 16:31:59
7	11214200277	Ardiyanti Lestari	2014-10-22 12:05:09

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THE IMPROVEMENT OF PROSPECTIVE ENGLISH TEACHERS' ABILITY THROUGH TEACHING PRESENTATION TECHNIQUE IN TEFL

Fatimah Sari Siregar
University of Muhammadiyah Sumatera Utara
Fatimah_sari84@yahoo.com

Teaching English as Foreign Language (TEFL) is one of the lesson for the students in forth semester in English Department of University of Muhammadiyah Sumatera Utara. This lesson is prepared for the students who will start their teaching career, at the stage where they will applicant their knowledge e and competence. English teachers are able to operate as effectively as possible by providing all necessary support and encouragement to the students. one of the important competence in teaching learning process is the way of the teacher to manage theirseves in front of the class and be a good example to their students. The technique that can be used was teaching presentation technique. Teaching presentation technique is one of the elements in designing verbal communication which can use multimedia. For this research, this technique was used in teaching speaking. The teacher should be able to demonstrate in front of the class by using teaching presentation technique and used the suitable medias. Classroom action research was used in here by following the procedures: (1) Planning, (2) action, (3) observation, (4) reflection. The result from this research, there was improvement of the students' ability in teaching speaking by using teaching presentation technique. It can be seen from the result in the first cycle (71,05%) to the second cycle (87,62%). It means there was increase as 16,57% from the first cycle.

Keywords: Prospective English teachers' ability, teaching presentation technique, TEFL

INTRODUCTION

Teaching English as Foreign Language (TEFL) is one of the subjects for students in fourth semester in English Department, University of Muhammadiyah Sumatera Utara. This lesson is given to the students as the beginning of their career to be an ideal teacher that will be a role model. A teacher should be able to transfer it properly to the students which are a prospective English teacher. One of the most important skills in teaching and learning is a teacher must be able to control herself to stand in the front and become role models for learners.

In this case, English teacher candidates are given a variety of strategies to teach English which includes six skills those are reading teaching strategies, speaking teaching strategies, listening teaching strategies, writing teaching strategies, grammar teaching strategies and vocabulary teaching strategies .Prospective English teacher have to understand that a teacher should be able to carry out the learning activities, teaching effectively, giving motivation and provide all the needs of learners. A teacher must provide the opportunity for students not only memorize, but also must be able to ask, to create something, to solve the problem, discuss the material with her friends. Teachers

should be able become creator; make the classrooms be active, innovative, creative, effective and fun.

Based on researcher's experience in handling TEFL class, it appears that the student or what we call the prospective English teacher still do not have the confidence or have not been able to control himself when standing and presenting the material in front of the class yet. Some students said that they were unable to control the class because it is unusual to present the material in front of the class, they did not believe in their own abilities due to never practiced as a teacher that transfers knowledge to the student in front of the class yet.

It becomes the interest of researchers to improve the ability of prospective teachers to teach English by using *Teaching Presentation* techniques. Researchers take material that is the strategy in teaching speaking. *Teaching Presentation* techniques or demonstration is one of the elements in verbal design of communication that can use multimedia. For example, in speaking teaching strategies, prospective teachers demonstrate the way to be a teacher who is giving the speaking material to students in front of the class by using the appropriate media such as video.

It is also based on the sharing of ideas among the lecturers who become a team in this research, obtained the one conclusion that there should be a selection of learning model that can improve the ability of English teacher candidates . The strategy that will be applied is *Teaching Presentation* techniques in the material *how to teach speaking*. Selection of this strategy will be a model and help students to be more enthusiastic in transferring knowledge that will be given to their students later. Based on the the problems that stated previously, so the purpose of this study were to find out the development of prospective English teacher' ability through *Teaching Presentation* in *TEFL.*

Teaching Learning Basic Concept

What is meant by strategy can be generally defined as an outline of the course of action to achieve the goals that have been set. According to Newman and Logan, in a book of Abin Syamsudin entitled Educational Psychology (2003) , the basic strategy of every effort will include the following four areas :

a. Identify and define the specifications and qualification outcomes such as what should be achieved and become the target of the effort compatible with the society aspirations and hope.
b. Consider and determine the steps that will be taken to achieve the target.
c. Consider and define the criteria of measurement that will be used to measure and evaluate the success level of effort.

Teaching Presentation

Basic concept of teaching The presentation and explanation by the teacher covers one-sixth to one-quarter of the whole time of the class. The amount of time given to presenting and explaining the information increases in classes higher at primary school level and in secondary schools (Dankin & Biddle, 1947; Rosenshine & Stevens , 1986; Stronge , 2002). Some educators argue that teachers give too much time to talk , and for years, many attempts have been made to create a model that aims to reduce the time of teacher's talk and make teaching more student-centered. Nevertheless, the

presentation of the information is still the most popular teaching models and the amount of time given remains relatively stable over time (Cuban, 1993; Lobato, Calrke & Burns, 2005).

Model presentation is part of the learning model that centered on teachers, which requires teachers to prepare before presenting new information and especially to strengthen and broaden students' thinking during and after the presentation. This approach has been chosen by most teacher because it fits with the current knowledge about how an incividual acquire , process and storing new information; and the various components of this model has been studied thoroughly during the last forty years thereby providing substantial knowledge bases, though it is not always consistent. Briefly, learning outcomes presentation model is quite clear and uncomplicated in helping students acquire, assimilate, store the new information; expanding the conceptual structure and habits of listening and thinking information. Model presentation that will be shown here is the adaptation of things that sometimes called inital organizing model.

Teachers use the initial organizers to help making the information more meaningful for students by connecting prior knowledge with new knowledge. C. Planning and Implementation of Presentation Activity 1.Pesentation Planning except for those who are very shy, is very easy for a person to appear before a group of students and talk for 20-30 minutes. However, so, speaking is not teaching. Make decisions about what content will be included in the presentation and how to organize the content, so it is logical and meaningful for students requires a long preparation for teachers.

There are four most important planning tasks: 1) Selecting goals and concepts for presentations. 2) Recognizing student’s prior knowledge. 3) Choosing the right initial organizing. 4) Plan the use of time and space. Selection of objectives and objectives and content Selection of teachers help students acquire new knowledge; a teacher may choose to use a presentation for other reasons. For example, a presentation delivered with passion and enthusiasm can ignite student interest about the topic and motivate them to learn. Sometimes teachers use the presentation to summarize the topic, synthesise, and integrate them to the students.

Presentation learning purpose prioritized to acquire declarative knowledge. Examples of students that able to define the meaning of photosynthesis, could state the basic rules of the football, etc. Selection of content presentation can use the power principle that states only the most powerful and important concept that should be taught and not the interesting and less important in subjects. Meanwhile, according to economic principles recommend that teachers should avoid clutter and limiting verbal presentation with a minimum amount of information. Concept maps are also useful for a teacher to help delivering the kind of ideas.

Presentations which organized well read with a regular tone can be more effective in generating students learning than dynamic presentation who did not have the pointing idea, though students may prefer this last presentation. Conceptual Mapping, the conceptual map help clarifying the teachers the kinds of ideas to be taught and these maps give students an overview for understanding the relationships between ideas. Early Introduction of Student Knowledge Information that given in the presentation will be based on the estimation of teacher cognitive structures that existed in their students and their prior knowledge about something. As with many other aspects of teaching, there is no clear link or formula that is easily followed by the teacher.

Teachers can use assessment to determine the students' improvement. While in learning, the teacher can use the induction or establishing set to check the student knowledge. Students have prior knowledge, intellectual development, learning styles and different intelligence so that teachers need to fit both presentation and explanation to meet the needs and background of students as the use of images and illustrations , cues and examples.

In presenting the material, teacher usually organizes a very tight learning environment. In the early stages of the lesson, the teacher is an active presenter and expects students to become active listeners .Right utlization of this model requires good conditions for present and listen in a calm situation with good visilibility, including the right facilities for the use of multimedia. The succession of this model depends on how the students are motivated to pay attention to what the teacher does and says. At the beginning of the lesson the teacher acts as an active presenter and hope students become active listeners.

Assessment and the evaluation of student learning assessment is an important task for the post- instructional lesson presentation. Presentation model is suitable for conveying new information to students and helps saving the information in their memory, so that appropriate evaluation strategy is to test students' knowledge acquisition and retention. Factors to be considered in testing the students' knowledge is to test all levels of knowledge and not merely memorize information; teachers should also communicate with students about what will be tested and do the test immediately after completions of topics do not wait until mid or semester.

METHOD OF RESEARCH

Research Plan

This research was conducted for fourth semester students of English Department of FKIP UMSU. Purposive sampling technique was used in taking the sample. The design of this study by using a Classroom Action Research that aimed in improving the ability of prospective English teachers' ability through teaching presentation technique.

Techniques of Collecting the Data

This classroom action research procedure has several cycles. Each cycle was implemented in accordance with the change to be achieved, and the cycle will stop if the student has achieved mastery in the classical learning that is if there are 85 % and individually achieving ≥ 75 % in the class. It is also based on the valuing criteria in University of Muhammadiyah Sumatera Utara that was, if the value of > 75 or equal to the value of B so it would be declared as good. Classroom action research was conducted with procedures as follows : (1) planning, (2) implementation, (3) observation, (4) reflection. Qualitatif is used in this research.

1st Cycle

1. Planning

At this stage, they did pre-test, and then, the result should be used for inital identification against the treatments that will be ran. Next, the activity to be carried out are:

a. Organize teaching agenda unit (SAP_ by using a *Teaching Presentation* strategy)

b. Creating research intrument like an observation sheet, diary note, and test.

2. Implementation of Action

   The activities to be carried out in this stage are:

   a. Carry out the learning preocess by using Teaching Presentation for subject How to teach speaking in the early meetingg. Next, the students should choose the learning level and topic, find the material, media also choosing from speaking material based on the grade level they choose. Main researcher act as lecturer who handle the TEFL course.
   b. Giving test cycle I to their students at the end of their learning to know about the result that should be achieved after the treatment.

3. Action

   The action was carried out in this stage are:

   a. Doing an observation while giving the treatment, that seeing if the action implementation corresponds to the SAP and learning process scenario.
   b. Doing an observation to see the students activities while learning process begun.

4. Reflection

   The reflection was carried out in this stage are:

   a. Analyze the observation result
   b. Giving an assesment or evaluation
   c. Analyze the evaluation result
   d. Doing advanced cycle if there are weaknesses

The conclusion for data analysis that become reflection to see whether the carried out acttivity succeeded or not. If in this cycle, students' achievement have not increased and didn't fulfill the indicator so the next cycle should be planned out. But, if the learning outcome has increased and fulfill the sucess indicator so there is no need to go to the next cycle.

Based on the research procedure that has been elaborated above, so the research procedure can be summarized in the research diagram as follows:

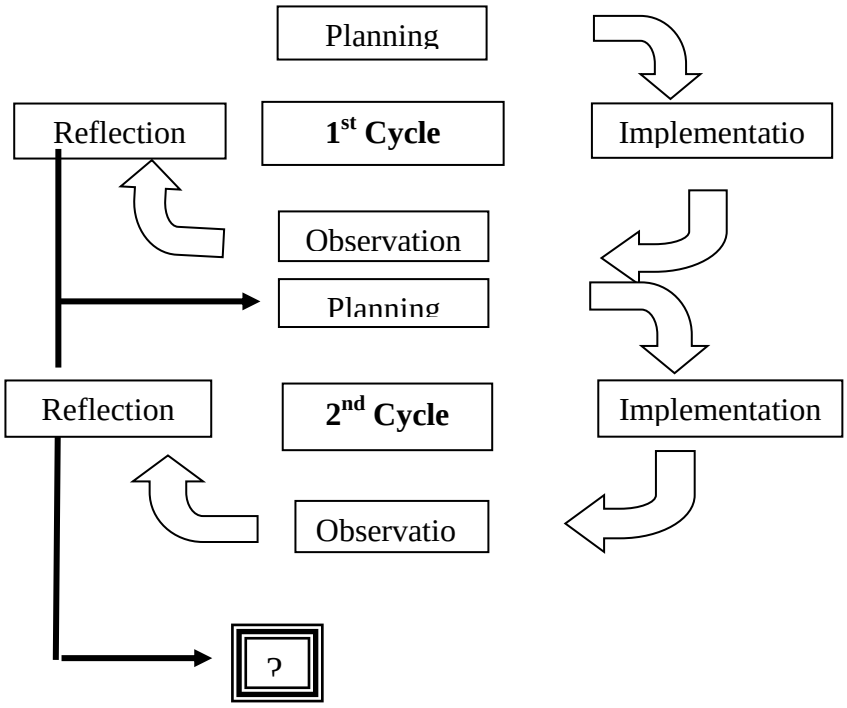

Image 3.1 Source : Design of Action Research model Kemmis & McTaggart (Arikunto, 2010:137)

1.3. Research Instrument

Instrument that will be used in this research is :

1. **Observation**

Accoding to Supardi in Arikunto (2008:127) observation is an observing activiry (data taking) to take a portrait how far the treatment effect to achieve the objective. Observation as one of the technique to observe directly thoroughly, accurately and carefully against the phenomenon in classroom learning. Observation used to see teacher's and student's activity while learning. Observation that used to see the teacher who teaches mathematic with the applied method. While observation used to see student's activity about how far the student understand the mathematics concept. As for the student activity observation indicator corresponds with student mathematic comprehension concept can be seen in the tahble below.

Table 1. observation sheet

No	Indicator	Observed Criteria
1	Lesson Plan Preparation	1.1 Able to organize *speaking* lesson plan based on regulation
		1.2 Able to explain the concept of lesson plan
2	Carry out pre-activities based on lesson plan	2.1 Able to give a stimulus to learning participant that notabene is a good classmate
		2.2 Able to categorize stimulus with the given motivation
3	Do a demonstration as a teacher in front of class .	3.1 Able to demonstrate teacher who teacch *speaking* material.
		3.2 Able to show attitude, motivation, evaluation from speaking.
4	Media Utilization	4.1 Able to prepare the media that corresponds with *speaking* teaching.
		4.2 Able to utilize the right media in *speaking* learning
5	Carry out an evaluation	5.1 Able to prepare evaluation form that coresponds with *speaking* lesson plan
		5.2 Able to give the right instruction with evaluation desk
6	Use and choose a particular operation procedure	6.1 Able to elaborate a particular operation procedure from *speaking*
		6.2 Able to apply a particular operation procedure in *speaking*.
7	Carry out closing activiry based on lesson plan	7.1 Able to close the meeting based on lesson plan
		7.2 Able to give soft skill based on *speaking*

		material

2. Test

Test is a set of question or exercise along with another instrument used to measure ability, intelligence, skill or talent of individual or group (Arikunto, 2010:193). Form of test can be an essay or media preparation rubric in lesson plan.

Techniques of Data Analysis

In analyzing data, research will have a procedure as follows :

1. Present a data for every students in using *teaching presentation* in each cycle
2. Compare the obtained data with each cycle
3. Describing every process in each cycle that carried out by student through *teaching presentation* strategy.
4. Note and record every activities that carried out by student by using *teaching presentation* strategy in each cycle.

DISCUSSION AND FINDINGS

A. Discussion

The research was done in English Department, 4th semester FKIP UMSU year 2014/2015. The one that becomes research subject is the student of 4-E Morning that consist 43 students. Before starting the learning process, researcher gave a pre-test to 6 students that taken randomly about their comprehension about the teacher competency that carried out at February 9th 2015. This test was given to find out the early skill of students in understanding *how to be a good english teacher*. Based on inital test result, the average percentage of student mathematic concept comprehension skill is 42.55% and still categorized medium. Opposite of that early condition so researcher apply research action in applying teaching presentation techniques in *speaking* subject for each school grade. Every cycle carried out in two times meeting. Time allocation for each meeting is 3 x 50 Minutes.

B. Finding

Judging from the initial test, 1st and 2nd cycle test, the percentage of teaching ability of students in English Department fourth semester of FKIP UMSU was increased. In preliminary tests, students' teaching ability percentage was 42.55%. In the first cycle the percentage of students' comprehension was 71.05 %, there was an enhancement 28.50 %. While in the second cycle, the comprehension percentage of concepts reached 87.62 % increased 16.57 % from 1st cycle.

1st Cycle Description

1. Planning Stage

Activity was carried out in planning stage include :

a. SAP organizing and learning media referring to action that applied in learning activity research
b. Creating observation sheet to see the the student activity (as a teacher) and friends (as a student) during learning process.

c. Organizing 1st cycle test question that is a presentation to become an English teacher with prepared material by the English prospective teacher.

2. Implementation Stage

In implementation stage, the meeting was held 2 times. Researcher as the teacher in the class demonstrated one materia, that was speaking for Senior High Student grade X with Sympahty Expression. Learning process implemented by using teaching presentation techniques.

First Meeting

First meeting was done in February 11th 2014 at 07.30-10.00, all students consist of 43 people. The learning process in this meeting was:

1. Initial Activity
   It was the learning stages in the first meeting:
   a Researcher as demonstration teacher asked the students as demonstrated student grade X Senior High School to pray
   b The teacher motivated the students to become much spirit in following the lesson.
   c The teacher delivered the learning purpose that want to be achieved that was a student to know about *sympathy expression* material.
2. Main Activity
   a. Teacher remind the students about the previous material that has connection with daily life
   b. Teacher explained the material *sympathy expression* with teaching presentation technique
   c. Teacher gave an exercises to the student about *sympathy expression* by using teaching presentation technique
   d. Teacher evaluated student worksheet and ask them to fix it if there is still a wrong with the purpose so the student won't repeat their mistakes
3. Closing Activity
   a. Teacher gave question orally with the purpose to strengthen the student comprehension about learned material
   b. Teacher and students evaluated the lesson and concluded the material after being discussed
   c. Teacher informed the material that should be discussed in the next meeting

Second Meeting

Second meeting implemented in February 18th 2014 at 07.30-10.00, all the student consists of 44 people. In this meeting, 6 student taught in front of the class by using Teaching Presentation technique. Subject in this meeting will have each teacher deliver one material, that is Speaking for grade X. Prospective English teacher taught the selected material trough teaching presentation technique by using the suitable media.

Observation

Observation was conducted to determine the activity of teaching teachers and teaching students who can explain to the class with teaching methods and media appropriate to the material as well as the observations made to determine the extent of the feasibility study TEFL teaching techniques preesentation. Based on observation, the

prospective english teacher has been implementing the learning well. But there are some prospective english teacher are still not serious in teaching the class. The Results of student activities' observation that a prospective English teacher in the learning process cycle 1 was still relatively low.

Reflection

Results of activity observation as a teacher teaching students to understand how to be a good English Teacher in the first cycle was still relatively low. It can be seen from the observation of student activities in the learning process still reached an average of 1.98 and a relatively low category. The percentage of students in the classical mastery learning is also increasing. In preliminary tests in classical mastery learning level reached 10.53%, on a test cycle I to 71.05%, an increase of 60.52% or is equal to the value D. However, the increase in mastery learning is not as expected due to the level of classical completeness is not reached, so it is necessary to re-do the learning improvement that maximizes student learning ketungtasan. Besides the implementation of the first cycle there were still some weaknesses, namely:

a. Student as demonstration teacher was less enthusiasm in teaching by using a suitable method and learning media.
b. Student as demonstration student did not understand perfectly with the instruction in teaching given by demonstration teacher.

To fix and maintain the success that has been achieved in the first cycle, then the implementation of the second cycle of planning can be made as follows :

a. More motivating the inactive student and the one who is troubled
b. Teacher gives a guidance and a chance to a student to ask a question, if there was a student who did not understand the question or explaining the student the meaning of the question
c. Teacher uses the right media and method that fits the learning material.
d. Teacher uses English with correct language structure so it can be understood by student.

2nd Cycle Description

Based on reflection result that implemented in 1st cycle, in the 2nd cycle, there were some actions fix to cover the weakness that has been happened during the learning implementation in 1st cycle. The action that has been done in 2nd cycle include the steps :

1. Planning Stage

The learning plan in this 2nd cycle based on 1st cycle reflection, that was :

a. Preparing in 2nd cycle SAP that has been made as the effort to solve problems
b. Preparing the observation sheet to see the teacher and student activity during learning process.
c. Preparing the 2nd cycle test

Implementation Stage

Learning process in 2nd cycle implemented on Rabu, March 4th 2015. The steps of learning in this meeting are :

1. Opening Activity

a Student as demonstration teacher gave opening
b Teacher motivated the student to be spirite in following the lesson
c Teacher delivered the lesson purpose which is to be achieved and inform the result of 1st cycle test.

2. Main Acitivity
   a. Demonstration teacher re-explained the speaking material using the right method and media
   b. Teacher gave the chance for student to ask a question
   c. Teacher used structured English and good pronunciation

Observation Stage

Observations carried out to determine the activities of students as a prospective english teacher that can describe the students' understanding of speaking material as well as the observations made to determine the action of learning English by using Teaching presentation technique. Based on observation, the teacher has been implementing the learning well.

Reflection Stage

Results of student activities' observation to understand the prospective English teachers' ability to teach students in the second cycle was increased. That was 87.62%. Therefore, it can be concluded that learning English as Foreign Language Teaching denagn using teaching techniques presentation enhance the ability of prospective teachers to teach English languages Language Study Program FKIP UMSU Britain.

CONCLUSION AND SUGGESTION

CONCLUSION

From the research finding, it can be concluded from 1st and 2nd cycle test, the percentage of prospective English teachers' ability in English Department of FKIP UMSU 4th semester student were increased. In the beginning test, the percentage of teaching ability student was 42,53%. In the 1st cycle, student comprehension percentage reach 71,05%, improvement occured 28,50%. While in the 2nd cycle, comprehension percentage of mathematic concept is 87,62% snd increased 16,57% from the 1st cycle test.

SUGGESTION

It has proven the use of presentation teaching techniques can improve the ability to teach students who are candidates for an English teacher, the researchers gave the following advice :

a. Lecturer in teaching need to consider new methods so that the teaching is not monotonous so that students do not feel bored and think of English as a difficult subject.
b. Lecturers need to design learning as well as possible by using the right strategy in accordance with the conditions and situations that students will be taught a lesson.
c. Students as prospective English teacher need to improve the teaching of English to find and understand the latest techniques in transferring material.

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The Application of Edutainment Instructional Approach through Active Knowledge Sharing to Improve Students Ability in Mastering Phrase Structure Rules at Fourth Semester Students of English Study Program of STAIN Malikussaleh Lhokseumawe

Nurlaila
(a Lecturer of STAIN Malikussaleh Lhokseumawe, Aceh)
Email: nurlaila_daud@ymail.com

ABSTRACT

This research entitled " Edutainment Instructional Approach through Active Knowledge Sharing Strategy to Improve Students Ability in Mastering Phrase Structure Rules at Fourth Semester Students of English Study Program of STAIN Malikussaleh, Lhokseumawe. This research was conducted to solve the students' and lecturer's problems related to the students' ability in mastering phrase structure rules and the lecturer' strategy in teaching the materials. The purposes of this research were to find out whether the students' mastery on understanding phrase structure rules improve by using edutainment instructional approach through active knowledge sharing strategy and to investigate the class atmospheres when the lecturer was applying the strategy in teaching phrase structure rules. This study belongs to qualitative approach by using classroom action research. The subject of this research was all of students in the fourth semester of unit 3 of English Study Program. This research was conducted in two cycles by following the procedure of the action research proposed by Kemmis and McTaggart. It started with planning, implementing, observing and reflecting. The researcher used some instruments such as tests, and observation checklists. The data were analyzed in two ways; qualitative and quantitative. The result of the research showed that students' average score of pre-test was 51.30. Then after applying the strategy for two meetings, the students' score became 64.86. It did not meet the criteria of success yet. So, it continued to the second cycle. The result of post-test in second cycle was found in the level of good criteria, with average score 81.21. It means that active knowledge sharing strategy could improve the students' ability in mastering phrase structure rules. Moreover, this strategy also could increase the class atmosphere of teaching- learning process.

Keywords: Edutainment Instructional Approach, Phrase Structure Rules

I. INTRODUCTION

Syntax is one of the compulsory materials that must be learnt by the students of university especially the students of language program particularly English. The knowledge that is presented in this topic is very useful for the students to construct a good sentence. English syntax is parts of grammar of a language. It refers to a set of rules of English as a language which construct patterns, it is applied to improve ability in reading, speaking, and writing English at the sentences level. The application of this

knowledge can be used as guidance for students to communicate more effectively. The users of language consistently follow the structure in order to make communicate more meaningful.

Phrasal categories are one of materials or topics that the students should learn in Linguistics class at fourth semester. Based on the syllabus of the subject, it is stated that the students should be able to know words level, phrase level, and clause level to be able to construct a good sentence, namely a sentence that is grammatical, logical, and meaningful.

In reality, some students still feel difficult to form good sentence. One of some reasons are they are unable to identify the structure of specific phrases in English like which one is Noun, Verb, Adjectives, Adverb, and Prepositional Phrases.

Therefore, the lecturer might be able to guide the teaching learning process to be more meaningful, enjoyable, and comprehensible. For this reason, the researcher as a lecturer of the institution intended to use edutainment instructional approach in active learning method to help the students easily in comprehending phrase structure rules by using active learning method the students can comprehend and use the phrases in their daily activities even in written and oral conversation. According to Pakprod and Wannapiroon (2003:1) the principles of edutainment focus on the utilization of entertainment as a learning booster. Media and activities are hence supporting tools.

There are some advantages of the using of edutainment instructional approach in active learning. First, it may increase critical thinking skills in students. Second, enables students to show initiative. Third, it involves students by stimulating them to talk more. Fourth, incorporates more students input and ideas. Fifth, it was easier to assess students' learning. Sixth, better meets the needs of students with varying learning styles. In addition, Dimyati (2006) stated that by applying active learning, student expected to be able to recognize and develop the capacities learn and potency owned fully, realizing and can use the source potency learning which could be around him. Others, student expected to train to think regularly, crisis, listen carefully and can finish the everyday problem, and also more skillful in diging, exploring, searching, and developing information having a meaning for him.

Based on the explanation above, it could be drawn a research title, namely "The Application of Edutainment Instructional Approach through Active Knowledge Sharing to Improve Students Ability in Mastering Phrase Structure Rules at Fourth Semester Students of English Study Program of STAIN Malikussaleh Lhokseumawe (A Classroom Action Research).

This research had two purposes, they are: (1) to find out whether the students' mastery on mastering phrases structure rules improve by using edutainment instructional approach through active knowledge sharing strategy, and (2) to investigate the activities of students and lecturer in applying the strategy in teaching and learning phrase structure rules.

This research hopefully can have beneficial both theoretical and practical. Theoretically, the result of this research would be given an additional reference for English teacher or lecturer on relevant topics that could be used in teaching syntax specifically phrase structure rules and practically, it is hoped to be good motivation to the students to learn English syntax in order to get better and interesting ways in learning English.

There are many teaching strategies that can be applied in university level in active learning using edutainment approach, in this study the researcher focused on how

the "active knowledge sharing" strategy improve students ability in mastering phrase structure rules.

II. REVIEW OF RELATED LITERATURE

Concept of Edutainment Based-Learning

The concept of edutainment or "education and entertainment" is not new in a learning environment and its purpose is to make the learning process more enjoyable. Word "Edutainment" consist of two words they are education and entertainment. Edutainment can be translated freely by a fun learning or *pendidikan yang menyenangkan* in Indonesian. Terminologically, edutainment means the form of entertainment that is designed to be educational. Thus, it can be concluded that edutainment is learning process that is designed by combining education and entertainment together so that teaching learning activities run in a fun situation.

Active Sharing Knowledge strategy is one of Active Learning strategy proposed by Mel Siberman (1996: xvii). He modified the strategy from Confusius. Three statements that are modified from Confusius are :

When I hear I forgot.
When I hear and see, I remember a little.
What I hear, see, and ask questions about or discuss with someone else,
I begin to understand.
What I hear, see, discuss, and do, I acquire knowledge and skill.
What I teach to other, I master.

Those statements above are based on reality that some teachers usually speak fast so that the students cannot fully understand what the teacher talk about. According Hamruni (2013: 191), teacher usually speaks 100-200 words in one minute. If students concentrate on the teacher's talking, they probably are able to grasp 50-100 words per minute or a half of teacher's words. This could be happened since the students are thinking while listening, so that it is not easy to understand what the teacher said. Besides that it is not easy for the student to concentrate fully or continuously in a long times except the materials are presented in interesting way.

From those statements above, it can be inferred that mostly teachers in speaking speak so fast that is hard for the students to catch what the teacher said, thus learning would produce little benefit for students. In this case, teacher then should use interesting and enjoyable methods to make the students can stand longer.

Definition of Active Knowledge Sharing Strategy

Before trying to discuss about the concept of active knowledge sharing strategy, it needed to be discussed first about active learning. It was because active knowledge sharing strategy is part of active learning strategy. Active learning is a learning process which means to make the learners to learn using some ways or some strategies actively. This strategy means to optimize the potency that the learners have so that all learners can reach the best result of learning. Besides that active learning is also means to keep students attention to focus on the learning process,

Some researchers' research result showed that the attention of learners decreased as times goes by. For example, the result of Pollio's research in 1984 showed that the students only paid attention on the subject about 40% from the whole times of learning.

Similar relevant research was done by McKeachie in 1986, he stated that students' attention in first ten minutes can reach 70%, and decreased until 20% in the last 20 minutes.

In Indonesian language, Active knowledge sharing strategy means *saling tukar pengetahuan.* Active knowledge sharing is a learning strategy that stressed the students to help each other to answer the question related to the topics being discussed which the friends that do not know. It means that the students who cannot answer the question and have difficulties to answer the question are pleased to find out the answer and also the students who are able to answer the questions are suggested to help the friends who do not know the answers.

The concept of active knowledge sharing strategy is almost similar with "every one is teacher" strategy. In this strategy, the knowledge is not only gotten from the teacher or lecturer but also every student can share their knowledge to other friends.

Procedure of Using Active Knowledge Sharing in Teaching Phrase Structure Rules

According to Hamruni (2013: 230-231), there are four basic rules that can be followed by lecturer in applying Active Knowledge Sharing strategy, in this case the researcher used the strategy in teaching phrase structure rules; they are :

1. Prepare list of questions that are related to teaching materials that will be taught. The questions should be suit to its items categories like multiple choices, essay, true-false, completion, etc.
2. Ask the students to answers those questions.
3. Then, ask them to go around the class to share and discuss the questions that they do not know the answers with other friends. Give them motivation to share their knowledge with the friends that knows the answers.
4. Ask the students to sit again on their own seats and discuss the answers. Fill in the question that is not answered yet by the students. Use that information for the topics that should be discussed more details in the class.

Based on the procedure above, the researcher modified those procedures into some more steps to get more detail and match with edutainment instructional approach; they are:

1. The lecturer opened the class by greeting the students friendly and cheerily
2. The lecturer gave motivation to the students by telling them that every student is actually can be the best on their own
3. The lecturer created the enjoyable studying environment by telling them to feel free to give responses to every question directed to them since they will not get any punishment when they gave wrong answer.
4. The lecturer explained the steps in learning process to make them relax and do not feel confuse what to do
5. The lecturer gave the students some questions related to phrase structure rules that had been prepared at home
6. The lecturer asked the students to answer those questions given individually. While they are doing the task, music is played for having relaxed and enjoyed.

7. Next, after about ten minutes, the lecturer asked the students to go around the class to find out some friends who can answers the questions that they do not know the answer.
8. The lecturer suggested the students to help each other.
9. Next, the lecturer ordered the students to sit again on their own seat.
10. The lecturer explained the students about the topic (phrase structure rules related to the questions given) more detail
11. The lecturer helped some students to fill in the questions with the correct answers if they were wrong.
12. The lecturer could use the information as a way to introduce the part of the topics that were still could not be understood by the students.
13. The lecturer then explained the points in the questions those were unanswered by the students.
14. The lecturer identified the students' problem in learning process by asking some students.
15. The lecturer motivated the students to increase their ability in mastering phrase structure rules by saying that nothing impossible if they are willing to.
16. The lecturer together with the students made a conclusion and reflection about the lesson that had been learned.

III. RESEARCH METHODOLOGY

Classroom action research is the best research methodology to be used in this project since the purpose of the research for increasing students' ability in mastering certain topics in learning certain subject in English. Action research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problem.

According to Penny (1996:60) "action research is carried out by teachers on phenomena in their classroom. It is primarily to improve the teachers' own teaching process". It means that the problem in action research is based on phenomena in classroom, not from out of classroom. In addition, Zuriah (2003:54) stated that "action research is a research is pressed in action (activity) by implementation the theory in practicing and in real situation at micro scale, wish it can be able to improve the quality of teaching learning process in educational and to repair in society".

Asrori (2008:45) stated that there are at least four models of classroom, they are: individual teacher as researcher model, collaborative model, integrated simulation model and social experimental administration model.

Based on the types of the action research above, the researcher takes the first model, namely individual teacher as researcher model since the researcher applied the research in her own class namely fourth semester students of English Study Program. It was done to solve the problem faced in syntax materials on mastering phrase structure rules.

Cohen in Asrory (2003:221) suggested that the action research functions best when it is done collaboratively. This method of research incorporates that ideas and expectation of all persons involves in the situations. Collaborative action research has

the concomitant of beneficial effects for workers and the improvement of the services, conditions and the functions of the school.

Even though the researcher the first model; individual teacher as researcher, in the application, the researcher needs the other lecturer to help her in teaching learning process to observe from the beginning until the end. Action research also be done to improve something that will be researched, in this research, action research is to the development of students' ability in understanding phrase structure rules.

There are some models of classroom action research, in this research the researcher applied Kemmis and McTaggart model that covered four steps, they are planning, implementing , observing, and reflecting the action.

This research was conducted at English Study Program of Tarbiyah Department of STAIN Malikussaleh Lhokseumawe of fourth semester. This institution is located on Medan Banda Aceh street number 1 Buket Rata, Alue Awe. Unit three was the subject of the research since the problem found there.

The data of this research was taken from the result of test and observation. Test is the number of questions or exercise used to measure skill, knowledge, intelligence, ability, or talent that is owned either in individual or group (Suharsimi:2006;150). There were two kinds of test, namely pre test and post test. In this research was given both of this test. The pre-test was given before applying edutainment approach to know the basic ability in phrase structure rules. Post-test was given after applying edutainment approach to know improvement of the students' mastery in phrase structure rules.

There are some kinds of observations, in this research participant observation was chosen because in this research, the researcher intended to know how the students enthuasiastic in learning using the strategy.

The instruments which were used to collect the data in this research were observation checklist, and test sheet. The form of test were consisting of multiple choice that consist of 25 questions. For each correct answer they got 4 points, so the total score would be 100. The observation checklist or sheet was used to record students' and lecturer's activities in learning phrase structure rules in each cycle. There are two kinds of observation checklist in this research, observation checklist for lecturer and observation guide for students. Observation checklist for lecturer used to obtain information how the practitioner implemented the prepared plans and procedures, especially to find information whether or not the assessment instrument prepared can be used as well as possible. Observation checklist for students was used to gather data about the students during the teaching learning process

The data obtained was analyzed qualitatinvely and quantitatively. The researcher found out the mean score of the students in pre-test and post-test. The result of both tests was analyzed by using the formula adapted from Winarsunu (2002:88) .

$$x = \frac{\sum fx}{N}$$

(x) = Mean
$\sum fx$ = Total score of all students
N = The number of samples

In qualitative research the data was analyzed using Miles and Huberman model to analyze the data. Miles and Huberman in Sugiyono (2006:337) said "activity of analyzing data for qualitative is done by interactive and continue until finished, the activity in analyzing data there are data reduction, data display and conclusion.

IV. RESEARCH RESULT

The research was conducted in two cycles, the implementation of each cycle could be be seen in the following explanation.

1. Implementation of the Cycle 1

The data was collected from the fourth semester students of English Study Program of STAIN Malikussaleh. The purpose of conducted this research was to know whether the using of edutainment instructional approach through Active Knowledge Sharing Strategy could improve the students' ability in mastering phrase structure rules, and to investigate the class atmosphere when the lecturer applied the strategy in teaching phrase structure rules.

To get more accurate data, the research was conducted in two cycles. Application of each cycle involved planning, implementing, observing and reflecting the action.

a. Planning the Action

Before coming to the real activity in the classroom, the researcher needs to make a planning that would be given to the students in the classroom. There were some preparations the researcher prepared before conducted the teaching and learning :

1. Preparing lesson plan had to be relevance with the objective of learning process. In doing this activity, it had to be considered about learning objective, time allocation, materials, media, method and learning experiences. The lesson plan included three main steps: 1). Pre–teaching activity: the researcher brainstormed the students and motivated with something amuse and relate it to the material would be given. 2). Main–teaching activity: this step contained the process of teaching and learning phrase structure rules by using edutainment instructional approach through active knowledge sharing strategy, 3). Post– teaching activity: sharing conclusion with the students, checking the students' problems, giving solution and giving assignment and asked the students to read more on the topics at home.
2. Research instrument: the researcher prepared the test used when the process of teaching and learning. Some research instruments that were prepared by the researcher were tests they were pre and post test, observation checklists for the students and for the researcher/lecturer.
3. Preparing materials: the researcher prepared the material about phrase structure rules in the form of power point and also some lists of questions for them to find out the answer. It should be done well so that the students would be easily understood the materials.
4. Setting up the criteria of success: the researcher and the observer were considering about the criteria of success in improving students' ability in mastering phrase structure rules by using edutainment instructional approach through active knowledge sharing strategy. The researcher decided about the students' successful if they were able to improve their mastery on phrase structure rules at least their mean score was at level 4 or level good by percentage 71-84 with condition that 85% students should get score above 71.

b. Implementing and Observing the Action

In implementing the action of the first cycle, the researcher collaborated with the other lecturer to help her to observe the process of teaching learning using the strategy since it was not possible for her to observe herself alone. The researcher did the

teaching and learning process that was done for two meetings. The researcher had to introduce and explain about the steps of learning that should be followed by them. The research was conducted in two meetings for the first cycle and the test was conducted at the end of the meeting.

First meeting was conducted on Thursday May 28th, 2015 and second meeting was conducted on Thursday June 4th, 2015. The researcher applied edutainment instructional approach through active knowledge sharing in teaching phrase structure rules in both of the meetings.

The researcher analyzed the result of tests and observation checklists both for students and researcher. The aim of analysis was to know the result of the implementation in cycle one was successful or not. The result of analysis could be seen in the following explanation :

Analysis the Result of Observation Checklist Cycle 1

The analysis of the implementation of Edutainment instructional approach through active knowledge sharing strategy in teaching and learning process about phrase structure rules was done based on the information obtained from the observation checklist of cycle 1. The information was about the researcher's and student's activities in the classroom and about the strategy had been applied.

Based on the observation conducted in the first cycle, it was found that the teaching and learning process were still clumsy and tighten. Some students were still shy to answer the researcher's question about the topic given. Some of them were still confused what to say while the other one chose to keep silent. The result of students' performance was shown in level 2 or fair because their performance percentage were 61,7%. It meant that only for about 45% students shown the good performances in participating in this context responding to lecturer's question, asking for repetition, commenting on lecturer's answers and also friend's.

Furthermore, the researcher also analyzed the observation checklist for lecturer in this case together functioned as researcher. In teaching and learning process in cycle 1, the researcher had done all activities in teaching and learning process well. All the activities that had been prepared before were done good although it was not too perfect. The researcher did not do all steps in edutainment instructional approach through active knowledge sharing yet since it was in the first meeting and the researcher still not be able to follow each step. There was one step that the researcher missed to follow, namely playing music. Even though only one step left, unfortunately, it did not reach the criteria of success yet

Then analysis was also done on the lecturer's performance in teaching learning process. Based on the observation checklist for researcher, it could be concluded that the score of the researcher's performance in teaching phrase structure rules by using edutainment instructional approach through active knowledge sharing strategy was improved step by step from meeting one until the last meeting in first cycle. It was shown that the teacher's performance in cycle 1 was categorized at level 3 or good. Unfortunately, this score meant that the criteria of success had not been achieved yet. Thus, both process from students and lecturer still need more activities for having better result.

Analysis of the Students' Achievement on Phrase Structure Rules

The last analysis that the researcher made was analysis on the students' score in phrase structure rules test to the students performance in form of written test that consist 25 multiple choice questions. The result of pre-test was described in the table below:

Table 1 The Result of Pre-test

No	Name	Pre-test
1.	Erva Setiawati	72
2.	Puteri Raisah	76
3.	Tini Aldina	68
4.	Ratna Andriana	68
5.	Leny Arfahny	68
6.	Ibnu Rozy	44
7.	Zahara Wati	52
8.	M. Husaini	48
9.	Naziaturrahmi	24
10.	Safriani	24
11.	Eka Fitriani	52
12.	Khuzaimah	64
13.	Wardhany	36
14.	Syarifah Mastura	48
15.	Aina Fadhilah	48
16.	Ainsyah	40
17.	Suryani S	48
18.	Maulida	32
19.	Nadia Yusfiani	56
20.	Risnawati	64
21	Nurfazillah	56
22	Nurhayati	48
23	Suryani	44
	Total Score	1180
	Average Score	51.30

The average score of 51,30 was quite not very good because it placed at level 2 or level less by percentage 50-55. While the criteria of success was placed at level 4 or level good by percentage 71-84 with condition that 85% students should get score above 71. This proved that before the lecturer applied students' edutainment instructional approach through active knowledge sharing the students' ability still low on understanding phrase structure rules. The students did not give good respond in learning phrase structure rules.

Based on the result of pre-test shown in the table above, the researcher did reflection. The researcher also measured the students' score based on the students' result of post-test of the cycle 1. The score result of post–test of cycle 1 could be seen on the following table:

Table 2 The Result of Post-Test in Cycle 1

No	Name	Pre-test
1.	Erva Setiawati	92
2.	Puteri Raisah	100
3.	Tini Aldina	88
4.	Ratna Andriana	64
5.	Leny Arfahny	76
6.	Ibnu Rozy	20
7.	Zahara Wati	92
8.	M. Husaini	72
9.	Naziaturrahmi	52
10.	Safriani	48
11.	Eka Fitriani	68
12.	Khuzaimah	60
13.	Wardhany	68
14.	Syarifah Mastura	28
15.	Aina Fadhilah	76
16.	Ainsyah	80
17.	Suryani S	72
18.	Maulida	28
19.	Nadia Yusfiani	80
20.	Risnawati	76
21	Nurfazillah	48
22	Nurhayati	56
23	Suryani	48
	Total Score	1492
	Average Score	64.86

Based on the table above, the researcher got the result that the score of post test of the students did not meet the criteria of success. From analysis above, the average score of the students in mastering phrase structure rules was 64. 86 and it was categorized in the level "enough", while the category of success was placed in level 4 by percentage 71-84. It could be concluded that the researcher needed to continue to the next cycle to reach the criteria of success stated at the beginning.

c. Reflection

The researcher found some findings after analyzing the result in cycle 1. By the result of the analysis of teaching learning process, there were some processes that had not been achieved yet. The researcher had to change some ways in order to get better achievement than before. For the first time, the researcher had to give instruction clearly at earlier stage of the meeting. Second, the researcher should control each student especially for the high level of ability students to go to their friends who were weak and share with them. Thirdly, researcher could prepare students well by setting time in each phase until students had deadline to finish the task and did not take long time.

Based on the fact above, the researcher revised the plan and continued to the next cycle therefore to make the students performances maximal in applying the approach in teaching phrase structure rules. Moreover, the students' competence and

performance was expected to be improved and had a good response in phrase structure rules using edutainment instructional approach through active knowledge sharing strategy.

Implementation of the Cycle 2

The application of cycle 2 was done on Thursday, June 11th 2015. In this meeting, the Researcher did some steps in the teaching and learning process as was done in the previous meeting. Following similar steps as cycle 1, the application of this cycle was done through four steps, namely planning the action, implementing, observing and reflecting. In this cycle, the researcher applied it in one meeting only because the researcher could see the students' activity and performance shown significant result than before and also to avoid boredom of the students.

Based on the reflection done in cycle 1, it could be concluded that the implementation of edutainment instructional approach through active knowledge sharing strategy had not reached the pre-determined criteria of success. In the cycle 2, the researcher had to revise the lesson plan of the implementation in some points especially in creating different types of test to be done in sharing session times for avoiding the boredom and monotonous situation, analyzing the student's final product, and made the reflection of the result analysis. The researcher also re-prepared all the instruments were needed for this cycle.

In implementing the action, the researcher acted as practitioner in the classroom and since it was not possible for her to observe her own teaching, she needed an observer to observe the teaching learning process ran well. The following was the explanation on the meeting of second cycle.

The researcher conducted the meeting of cycle 2 on Thursday, June 11th, 2014. As usual in pre-teaching activity, the lecturer greeted the students in an enjoyable way. In this step the researcher had felt relax than the previous session since it had been known what to do by having good preparation than before, then the lecturer asked the students' condition whether they were in good condition and inform the students to thanks God for having given good health that day. Then, motivation was given the students by telling them a story of a success person not because of he was genius but because he was diligent. The researcher told them that intelligence will come to you if you are diligent, there will be no stupid students at all but there were some lazy students. Do not keep your laziness because it is a very dangerous disease in life. Then the lecturer started teaching and learning process following the procedures revised in lesson plan for cycle 2 that had been prepared.

Table 3 The Result of Post-Test in Cycle 2

No	Name	Post Test Cycle 2
1.	Erva Setiawati	100
2.	Puteri Raisah	88
3.	Tini Aldina	96
4.	Ratna Andriana	76
5.	Leny Arfahny	84
6.	Ibnu Rozy	68
7.	Zahara Wati	88
8.	M. Husaini	84

9.	Naziaturrahmi	68
10.	Safriani	68
11.	Eka Fitriani	88
12.	Khuzaimah	88
13.	Wardhany	88
14.	Syarifah Mastura	68
15.	Aina Fadhilah	80
16.	Ainsyah	76
17.	Suryani S	84
18.	Maulida	72
19.	Nadia Yusfiani	88
20.	Risnawati	92
21	Nurfazillah	76
22	Nurhayati	76
23	Suryani	72
	Total Score	1868
	Average Score	81.21

Based on the activity in cycle 2, the researcher got the result that the mean score of post test of the students had met the criteria of success. From analysis above, the mean score of the students in phrase structure rules was 81,21 and it was categorized in the level " Good". The category of success was also placed in level 4 by percentage 71-84. It could be concluded that this research was success and found the criteria of success had been made. The researcher declared that the research was stopped and then did a report that the implementation of edutainment instructional approach through active knowledge sharing improved the students' mastery on phrase structure rules. The improvement was not only on students' mastery on phrase structure rules but also on students and lecturer's performance in implementing the strategy. Thus, it could be inferred that edutainment instructional approach through active knowledge sharing could improve students' ability in mastering phrase structure rules both in process and product.

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The Effects of Using Information Transfer Technique Toward Students' Listening Comprehension

Ferri Yonantha
UIN Sultan Syarif Kasim Riau
Email: ferriyonantha@gmail.com

ABSTRACT

The objectives of this study were to find out the information about the students' listening comprehension taught by using Information Transfer technique for experimental class and traditional teaching technique for control class. Then, this study was also to find out whether there was a significant effect of using Information Transfer technique toward students' listening comprehension. The study used a quasi experimental-nonequivalent control group design. The participants consisted of two classes of the first year students of Senior High School, 35 students for experimental class and 35 students for control class. The data were collected by using pre-test before the treatment and post-test after the treatment. The study findings showed that the improvement could be seen from the score of test. The result was analyzed statistically by using paired and independent sample t-test through SPSS 16. The result found that there was a significant effect of using Information Transfer toward students' listening comprehension.

A. INTRODUCTION

Teaching will be more effective if the teacher uses technique(s) to achive the teaching goals. Information Transfer technique which is found by Palmer in Nation and Newton (2009:47) is a technique used to improve students listening comprehension where learners reproduce the message they hear in a new form, for example when they listen and respond by ordering a set of pictures, completing a map, drawing a picture or completing a table. A key characteristic of such activities is that they involve a change in the form of the message but the message remains the same.

In addition, Storla in Thi and Loan (1995:97) stated that information technique is translating data from one to another. The students move from the reading or listening text to graphic stimuli or visual like chart, graph, diagram, figure, maps, etc. Brown (2003:127) also stated that Information Transfer technique in which aurally processed information must be transferred to a visual representation, such as labelling a diagram, identifying an element in a picture, completing a form, or showing routes on map. The students are expected to transform and reinterpret the language or information (Brown,1994:143). Palmer in Nation stated again that during the transfer of information remains substantially the same but the form of the information changes (1988:17). In a receptive Information Transfer exercise learners change spoken or written information into a diagram, chart or picture. By making this chance the learners show that they have understood the information and that their understanding is deep enough to adapt in some way. Thus, Information Transfer technique is converting the content of the verbal

language form into the non-verbal language form and vice versa to make the information easy to understand and to convey.

The use of data in Information Transfer technique is very common in our daily lives and has many advantages as what the Palmer in Thi and Nguyen thi Loan (1995:97-98) stated the advantages are outlined below:

1. *Authenticity*

Firstly, Information Transfer is an authentic task that is often used in an English speaking environment by native speakers in the normal course of their everyday lives. Let's take the train timetables as an example. The railway clerk at the enquiries office constantly transfers his own semi-diagrammatic timetable into linguistic information for people who telephone to ask for train times. These people also probably note down that information in a semischematic way rather than in its fully linguistic form.

2. *Communicative tasks*

Information Transfer activities are also communicative tasks. When customers book a flight at the travel agent, the clerk will interpret the information on the computer screen for them and use information transfer in communicating and offering help.

3. *Repetitive tasks*

Normally, the information presented in a diagrammatic form or semi-diagrammatic form is frequently a concentrated collection of similar items of information, for example, repeatedly the train time table shows us when the train will depart from, stop at, and arrive at a limited number of places. This means that the linguistic equivalent may well be expressed by repetition of a certain structure. In this way, Information Transfer activities can be very appropriate to a controlled practice stage of a lesson.

4. *Productive tasks*

An Information Transfer exercise, such as an information-gap task, usually provides students only with the bare bones of information – they must supply the additional information, often to a partner. Thus, if it is appropriately staged, information transfer can fit into the free production stage of a lesson.

A number of researchers had conducted some studies related to improving listening comprehension through using technique(s) and the use of Information Transfer technique itself. Vien Truon (1999) conducted a research related to an application of the Information Transfer technique in teaching reading comprehension in Vietnamese secondary school classrooms of English. In this term she emphasized the use of this technique to improve students' comprehension on the receptive skills. Sumiati (2011) then conducted a research entitled "The Effect of Using Three Step Interview Technique toward Students' Listening Comprehension at the First Year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency". The design of the research is a quasi experimental research type Non-equivalent Control Group Design. The finding showed that there was an improvement by having Ha is accepted.

Listening is one of the skills that must be taught and learned by the students in the senior high school. There are two basic competences required in listening for the first year of senior high school. The competences are the students are able to understand meaning in formal transactional/interpersonal conversation in daily life context and also the students are able to respond meaning in simple monologue text in spoken or written form accurately in recount, narrative, and procedure.

Based on the preliminary study of the first year students at State Senior High School 6 Pekanbaru it was found that most of the students were not able to identify the

gist of what they listen to, specific information in listening materials, what the speakers mean, to catch the points clearly what they have heard, and to retell what they have listened whether in spoken or written form. Besides, the English teacher taught the students by using traditional teaching technique such as discussion like listening to audio cassette and the students were asked some questions related to what they have listened and the English teacher used dictation as the technique. Therefore, the writer assumed to propose to use a technique to improve students' listening comprehension through using Information Transfer technique.

A.1 Objectives and research question

The main objective of the study was to find out the significant effect of using Information Transfer technique toward students' listening comprehension after conducting the Quasy experimental reserach for at State Senior High School 6 Pekanbaru, Riau, Indonesia with the following objectives:

1. To find out whether there was significant difference of listening comprehension before being taught by using information transfer technique for experimental class and traditional teaching technique for control class.
2. To find out whether there was significant difference of listening comprehension after being taught by using information transfer technique for experimental class and traditional teaching technique for control class.
3. To find out whether there was significant effect of using information transfer technique toward students' listening comprehension.

A.2 Hypotheses

$H_0$1 : There was no significant difference of listening comprehension before being taught by using information transfer technique for experimental class and traditional teaching technique for control class.

$H_0$2 : There was no significant difference of listening comprehension after being taught by using information transfer technique for experimental class and traditional teaching technique for control class.

$H_0$3 : There was no significant effect of using information transfer technique toward students' listening comprehension.

B. MATERIALS AND METHOD

This research was an experimental research. Gay and Airasian (2000:367) stated, the experimental research is the only type of research that can test hypotheses to establish the use and affect of relationship. Furthermore, the design of the research was a quasy experimental research - non-equivalent control group design, which is intended to find out the influence of using Information Transfer Technique toward students' listening comprehension. Quasy experimental design is experimental situation in which the researcher assigns, not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment. (Cresswell, 2008:645).

Then, this research also used two classes as sample. The first class functioned as experimental class treated by using Information Transfer technique. The second was the control class treated without using Information Transfer technique.

The population of the study was the first year students at State Senior High School 6 Pekanbaru consisting 363 students classified into 10 classes. The researcher took the sample by using cluster sampling. According to Gay and Airasian (2000: 129), cluster sampling randomly selects group, not individuals. All the members of selected groups

have similar characteristics. It means that the subject of this research had the same material, the same grade, and the same teacher in teaching of these classes. As the result, the writer used lottery where the writer took X IPA 3 as an experimental class for the first lottery and X IPA 6 as a control class for the second lottery and each class consisted of 35 students.

C. RESULTS AND DISCUSSION

$H_0$1 : There was no significant difference of listening comprehension before being taught by using information transfer technique for experimental class and traditional teaching technique for control class.
It can be seen from Table 1 below.

Table 1: Independent sample test from pre-test score of experimental and control class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.468	.230	.161	68	.873	.429	2.662	-4.883	5.741
	Equal variances not assumed			.161	65.903	.873	.429	2.662	-4.887	5.744

In determining whether the there was or there was no significant difference of students' listening comprehension before being taught by using information transfer technique for experimental class and traditional teaching technique for control class, the writer used Independent t-test by using SPSS 16. The data were from students' listening pre-test score in both of experimental and control classes.

From the Table 1 above, the output of independent sample test showed that the t-test result was 0,161, its df was 68, significance was 0,873, mean difference was 0,429, standard error was 2,662, the lower difference interval was -4,883 and the upper difference interval was 5,741.

The result was intepreted by orienting number of significance. If probability > 0,05, null hypothesis (H_0) is rejected. If probability < 0,05 alternative hypothesis (H_a) is accepted. Because the significance was 0,873 > 0,05, thus, H_0 was accepted while H_a was rejected.

From the explanation above, it can be concluded that there was no significant difference of listening comprehension before being taught by using information transfer technique for experimental class and traditional teaching technique for control class of the first year students at State Senior High School 6 Pekanbaru. It meant that both experimental class and control class were quietly equal.

$H_0$2: There was no significant difference of listening comprehension after being taught by using information transfer technique for experimental class and traditional teaching technique for control class. It can be seen through Table 2 below.

Table 2: Independent sample test from post-test score of experimental and control class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.606	.439	3.124	68	.003	9.000	2.881	3.251	14.749
	Equal variances not assumed			3.124	67.846	.003	9.000	2.881	3.250	14.750

In determining whether the there was a difference of the students' listening comprehension after being taught by using information transfer technique for experimental class and traditional teaching technique for control class, the writer used Independent t-test by using SPSS 16. The data were from students' listening post-test scores in both of experimental and control class.

From the Table 2 above, the output of independent sample test showed that the t-test result was 3,124, its df was 68, significance was 0,003, mean difference was 9,000, standard error was 2,881, the lower difference interval was 14,749 and the upper difference interval was 14,750.

The result was intepreted by orienting number of significance. If probability > 0,05, null hypothesis (H_0) is rejected. If probability < 0,05 alternative hypothesis (H_a) is accepted. Because the significance was 0,003 < 0,05, thus, H_a was accepted while H_0 was rejected.

From the data showed above, therefore, it can be concluded that H_a was accepted and H_o was rejected. In the other word, there was a significant difference of listening comprehension after being taught by using information transfer technique for experimental class and traditional teaching technique for control class of the first year students at State Senior High School 6 Pekanbaru.

$H_0$3: There was no significant effect of using information transfer technique toward students' listening comprehension. It can be seen through Table 3 below.

Table 3: Paired sample test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pos ttest – pre test	12.571	8.521	1.440	9.644	15.498	8.728	34	.000

In determining whether there was significant effect of using information transfer technique toward students' listening comprehension, the writer used Paired sample t-test by using SPSS 16. The data were taken from students' listening pre-test and post-test score in experimental class.

The result can be intepreted by orienting number of significance. If probability > 0,05, null hypothesis (H_0) is rejected. If probability < 0,05 alternative hypothesis (H_a) is accepted. Because the significance was 0,000 < 0,05, thus, H_a was accepted while H_0 was rejected.

Therefore, it can be concluded that H_a was accepted and H_o was rejected. In other words, there was significant effect of using information transfer technique toward listening comprehension of the first year students at State Senior High School 6 Pekanbaru.

D. CONCLUSION

The results and findings indicate that there was a significant effect of using Information Transfer technique toward students' listening comprehension. It was showed by the paired sample t-test score of the experimental that was higher than the level of significance. The writer then concludes that this technique can make the students' listening comprehension better. Then, this technique can also be implemented to improve teaching professionalism.

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The Use of Mind Mapping in Speaking Class

Cherly Widya Nofitson, Eka Yulia, and Juriana Lubis
State Islamic of University of Sultan Syarif Kasim Riau

ABSTRACT

In learning English, students should master the four- language skills. There are listening, speaking, reading, and writing. Speaking is important skill which the students should master it well. The aim of speaking lesson is to make the students be able to communicate with other persons using English.Ur (1996) stated that there are some speaking problems that teachers can come across in getting students to talk in the classroom.These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.Based on the phenomenons, Buzan (2005) said that mind mapping is an extremely effective method of taking notes. Mind maps show not only facts, but also the overall structure of a subject and relative importance of individual part of it. The teachers' assumption that using mind mapping technique also could reduce the less confidence of the students and also made easy to remember and recall descriptive Texts parts, because the students still could use their mind mapping notes when they should practice the material of descriptive texts in front of the class. He also stated that mind mapping makes the students have a good imagination if they remembered something that full of colors and made the students more creative, and the students are not only easy to remember the description, but they can also learn the visual image of the thing.Therefore, the writersgive the alternative technique in teaching speaking: the implementation of using Mind Mapping technique In speaking class.

Keywords : Mind Mapping, Speaking

A. INTRODUCTION

English is one of the international languages that plays an important role as the means for international communication in almost all aspects of life. Many people communicate in English to support the borderless trade among the nations. Thus, mastering speaking skills is required to communicate with other people in the world. By speaking, people can communicate their feeling, share the ideas and opinions.

English is also important in professional environment. Many foreign investors come and build their giant branch offices here in Indonesia. English is needed as a prior requirement to apply jobs here. Some owners of international and national enterprises offer good positions for those who are professional and also able to speak English.

Speaking English as a language skill is used to show that the people have superiority in mastering English or some people give a judgment about English

competence based on speaking ability rather than from any other language skills. In other words, student language competence is considered successful if they can communicate effectively in that language.

However, the students face problems in practicing their speaking.For Ur (1996), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom to can create inhibitions and anxiety easily.

Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker &Westrup, 2003).

Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1991) suggests some reasons why students use mothertongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

Based on the phenomena above and the position of English as a language for international communication, the teaching of speaking skill has become increasingly important in the English as a Second or Foreign language (ESL/EFL) context. The teaching of speaking skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purposes. This is apparent in Richards and Renandya's (2002, p. 201) publication where they stated, "A large percentage of the world's language learners study English in order to develop proficiency in speaking".Moreover, students of second/foreign language education programs are considered successful if they can communicate effectively in the language (Riggenback & Lazaraton, 1991 in Fujiono: 2015). The new parameter used to determine success in second/foreign language education programs appear to revise the previously-held conviction that students' success or lack of success in ESL/EFL was judged by the accuracy of the language they produced. Thus, the great number of learners wanting to develop English speaking proficiency and the shift of criteria of learning success from accuracy to fluency and communicative effectiveness signify the teaching of ESL/EFL speaking (Cahyono&Widiati, 2011, p. 29 in Fujiono:2015).

Considering to the importance of English, the teacher must give more attention to the teaching and learning process in order that the students become to be able to

communicate using the target language in oral and written forms accurately and fluently.

It needs to create teaching and learning process that can facilitate students to learn English easily. The process should be designed to make the students active and creative in order to create teaching and learning process is effective and pleasant. To improve the students' speaking skill, the teacher can choose the better techniques for example individual and group activities. Individual activities such as storytelling, describing things, and public speech are usually transactional, while group activities such as role-plays, paper presentation, debates, and small group/panel discussions are interaction (Cahyono&Widiati, 2011, p. 39 in Fujiono: 2015). And beside that the teacher can be able to control speaking class and using technology to invite the students feel motivated in speaking competence. But, realizing the high importance of speaking skill in English Foreign Language, it is very important to find and use the best instructional methods, materials, activities, media, and other requirements that will help the learners to improve their speaking skill.

Therefore, the writers use mind mapping to improve the students' problem in speaking skill because mind-mapping techniques have many advantages, the main benefit is that you use both halves of the brain which makes it easier to remember. It is a creative process and a natural way to organize your thoughts. Most of pupils like it because it is not boring. It will also save time because pupil will memorize the subject material much faster so it take less time to teach it to them (Hofland, 2007, p. 30).

Mind-map, invented and copyrighted by Tony Buzan, is a technique of representing information in a visual way by demonstrating connections among key concepts and ideas (Buzan&Buzan, 1993, p. 93). Mind map is widely believed to ease the path towards successful communication of people around the world.

Mind mapping take all these elements into account (Buzan&Buzan, 1993, p. 93). It is proved by the use of curve lines, symbols, words, pictures, and colors in creating a mind mapping. Your brain is naturally attuned to beauty. So, the more beautiful your mind map is, the more you will create and remember from it (Buzan&Buzan 1993: 109). According to Buzan (2005:1), Mind Mapping is a very powerfull tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking. Mind Mapping is an important technique that improves the way to record information, supports, and enhances creative problem solving. By using Mind Maps, the people can see the way that pieces of information fit together, as well as recording the raw facts contained in normal notes. Mind Map encourages creative problem solving, as they hold infomation in a format that the students' mind finds easy to remember and quick to review. It is a good way to make the students understand more about the map that they will speak.

B. DEFINITION OF KEY TERM

1. According to Johnson and Morrow(1981:70),speaking which is popular with the term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.
2. Speaking is the process whereby people communicate their ideas, thought, and our feeling through the other form of language, (Nunan, 1999:226).Speaking also sounds practice, particularly in the early stage of learning language, it gives priority to the development of automatic speech habit. It means that speaking is a process

how learners conduct their ideas using language as the result of learning development.

3. Speaking ability is described as the ability to express on self in life situation (Ricards, 1986:17), the ability to report act or situation in price word or the ability to converse or sequence of ideas fluently. In other words speaking ability means an expression of ability to deliver of sequences of ideas fluently.
4. Mind Mapping is a very powerfull tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking. Mind Mapping as a note taking taking technique can be used for almost any subject and done in any language, (Buzan, 2005:1). Mind Mapping is an important technique that improves the way to record information, supports, and enhances students' creative problem solving. It can be said that mind mapping is one of the essential or important technique to improve the student's creativity to solve problem , especialy to conduct communication speaking ability.
5. It is a visual tool that can be used to generate ideas, take notes, organize thinking, and develop concepts (Budd, 2003; Murley, 2007; Siriphanic & Laohawiriyano, 2010; Al-Jarf,2011).
6. Mind mapping is an effective method for generating ideas by association in the 1960s (Murley, 2007).

C. TECHNIQUE OF MAKING A MIND-MAP

In creating a mind-map, we usually start in the middle of the page with the central theme or main idea. From that point, we work outward in all directions to create a growing diagram composed of keywords, phrases, concepts, facts and figures. Murley (2007) explains that mind-maps graphically show ideas in a relational context, with the main topic at the center of the map, major subtopics on branches radiating from the main topic, and sub-subtopics around each subtopic that can be created with paper and pens or with one of several computer applications. There are a number of software packages that can be used to create mind maps on a computer.

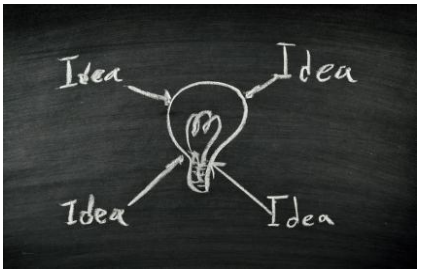
Making a paper-pen based mind map, it is recommended to use a large sheet of white blank paper and turn it lengthwise, that is, in a landscape orientation. We can use colourful pens. Pens that are used are in multiple colours and varying thicknesses (Murley, 2007).

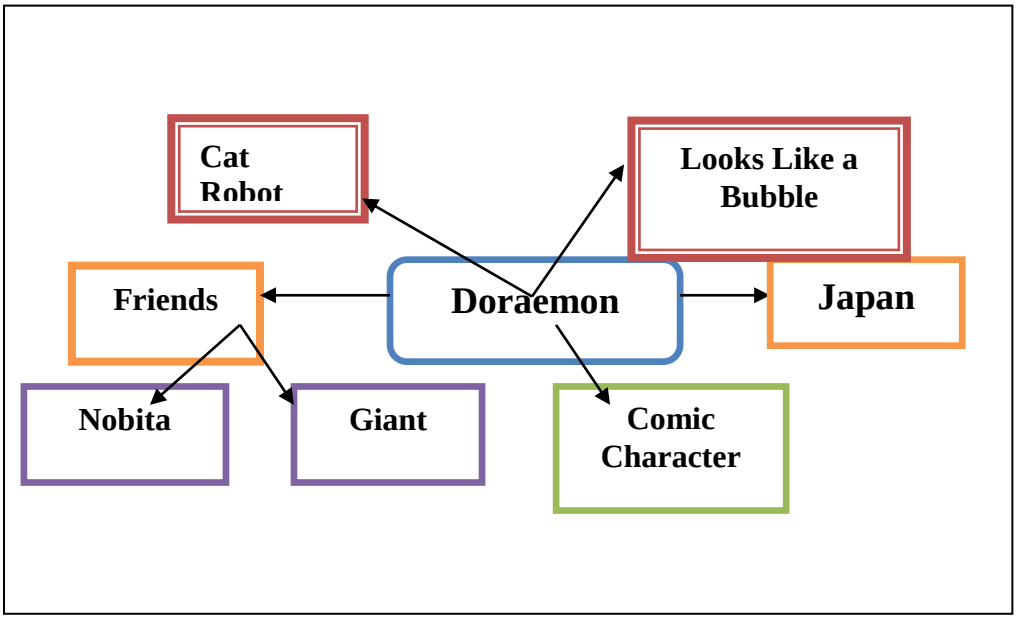
The following procedures are presented to describe how to make a paper-pen based mind map:

1. Place the central theme or main idea or controlling point in the center of the paper. We may find it easier to place our page on the side, in landscape orientation, which is easier for drawing purposes.
2. Use lines, arrows, branches and different colours as ways of showing the connection between the central theme or main idea. The relationships are important, as they may form our essay paragraphs.
3. Avoid creating an artistic masterpiece. We should draw quickly without major pauses or editing. It is important in the initial stages of mind mapping to consider every possibility of ideas, even those we may not use.
4. Choose different colours to symbolize different things. The method is entirely up to us, but try to remain consistent so that we can better reflect on our mind map at a later stage.
5. Leave some space on our page. The reason for this is that we can continue

to add to our diagram over a period of time. If A4 sized paper is small, we may like to use A3.

D. SAMPLES OF MIND-MAPS





E. USING MIND-MAPPING IN AN EFL SPEAKING LESSON.

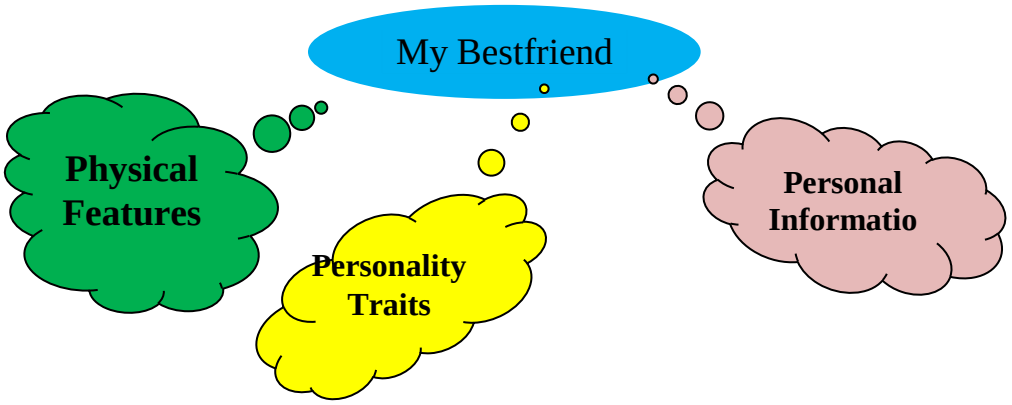
Let's take an example of how to describe people where ateacher wants to discuss the physical features, personality traits and other personal informations and more specifically the following three points:

- Introducewho wants to describe
- Talk about the person

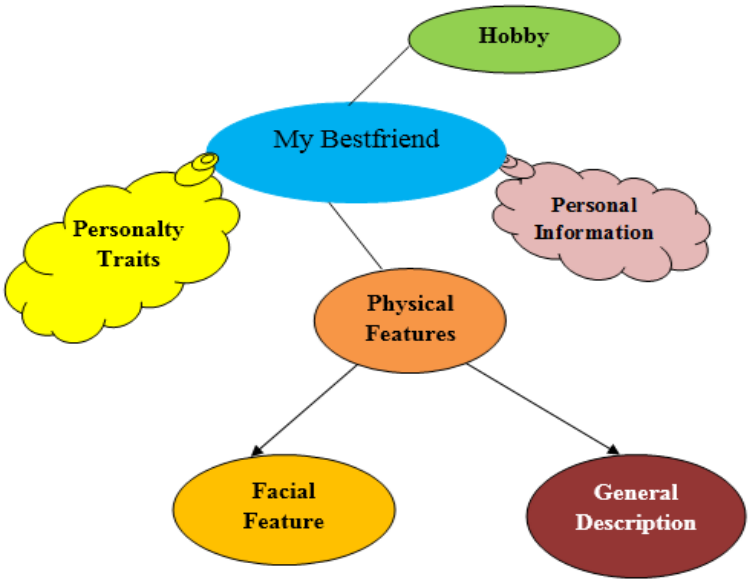
The two points above are the learning objectives which the students are expected to able to at the end of the lesson. It can be clearly seen that enhancing certain vocabulary and improving the students' speaking skills are emphasized in the lesson. The learning and teaching process is conducted through some steps as illustrated below. Additionally, the guidance pictures in making the mind-map step-by-step are also presented. No images and colours are used in the mind-map, yet it is still able to visualize information and organize ideas, as can be seen below:

First, start by putting down the word 'My Bestfriend' in the center of the writing space, like this:

Next, ask the class what comes to their mind when they think of his/her best friend. When doing this stage, the students can come up with words in other languages (it is highly recommended that the teacher always encourages the students to speak up in the target language, English). Subsequently, the teacher helps them by putting down the correct word in English. As the students come up with words, the teacher starts drawing out the mind-map branches like this :



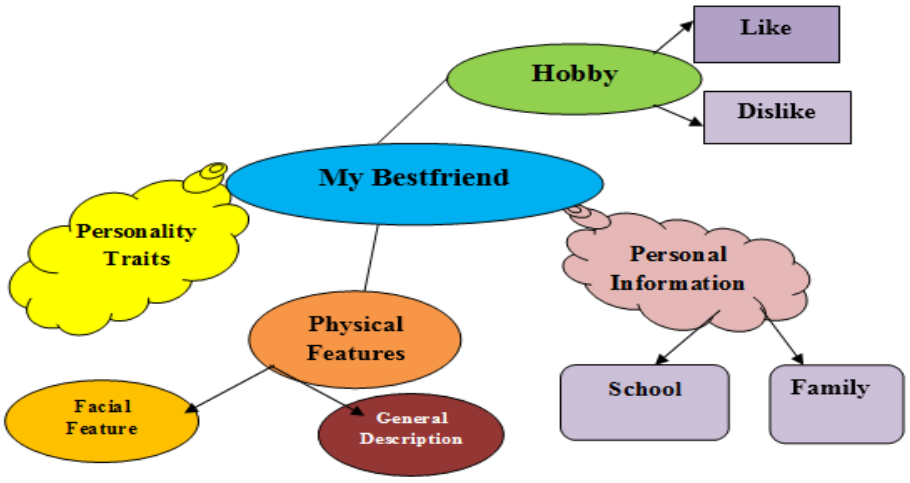
Then, after the branches of the mind-map are drawn, the students now have the physical features, personality traits and other personal information on the partly-finished mind-map. The teacher can take the conversation forward by asking pointed questions personal information. For example, "What personal information of the person do you want to describe?" Once the teacher gets the answers to the question, the teacher notes down all the words in the corresponding branch of the mind- map like this :



Then, the class now has an almost complete mind-map of the bestfriend. After that, to take the class to the next, related vocabulary, the teacher asks them questions about what each of them does in a particular points.

It gives us the flexibility to spontaneously change tracks while the class is in progress without losing focus the subject. So, for example here, the teacher could talk about activities linked to the person depending on what the mood of the class is and what the students are more interested in talking about.

In this stage, the class now has a complete mind-map that covers the three questions that the teacher sets out to cover at the start of the class. And it looks like this:



F. Positive values of mind-mapping in the EFL classroom

Mind-mapping is a good technique for brainstorming because ideas can be captured as they are suggested, without worrying about where they fit in a hierarchy. Once all the ideas have been captured, they can be grouped and prioritized. Mind-maps

offer more convenient advantages. Murley (2007) explain that the radiating design of a mind-map keeps the main topic or idea central, with all its major subtopics close to it. Similarly, sub-subtopics stay close to their topics. This arrangement keeps the big picture in focus and makes relationships and connections easier to see.

Then, because mind-mapping welcomes more flexibility than outlining does, students' creativity is subsequently encouraged. Memory retention is enhanced as mind-mapping allows displaying all related topics on the same mind-map, with emphasis and connections indicated by images, symbols, and colours. Not only does it trigger students' creativity, but also attract students' attention. The benefits of mind mapping include providing the students with a more attractive and enjoyable format for their eye or brain to look at, muse over, and remember.

Additionally, Murley (2007) notes that it is easy to understand the "maps" drawn on mind-maps. This benefits the students as it saves time and increases productivity. Different learning styles in EFL classrooms can also be accommodated. Mind-maps are especially helpful for strong visual learners who absorb information better when it is presented via diagrams and similar visual aids than through written text.

Mind-maps also help students see connections between prior knowledge and new information, which helps them transfer what they learn and apply it to new situations. When faced with writing tasks, compared to traditional writing instruction that depends on the textbook only, mind-mapping technique proves to be a powerful tool for improving students' ability to generate, visualize and organize ideas (Al-Jarf, 2009).

Moreover, Al-Jarf (2011) points out that mind-mapping is used to enhance learning. Visual learners find it useful as an illustrative tool that assists with managing thought, directing learning, and making connections**.** Al-Jarf (2011) also adds that mind-mapping enables students to better organize, prioritize, and integrate material presented in a course.

From the discussion above, it is clear that mind-mapping can be an effective technique for empower the both sides of the human brain to foster studying, problem solving, critical thinking and memory recall.

G. CONCLUSION

The writers hope that this paper provides some clear insights that mind-mapping is a technique that offers many possibilities for teachers of English as a foreign language, that it can be used to support various language learning activities and that it is recommended as a way to deliver meaningful learning for students (Buzan in Budd, 2003).

A mind map involves writing down a central theme and thinking of new and related ideas which radiate out from the center. By focusing on key ideas written down in our own words and looking for connections between them, we can map knowledge in a way that will help us to better understand and retain information. They can use the information in mind mapping to make the flow of ideas to speak in good sequence.

Overall, in the writers' opinion, the best thing about mind-mapping is that is so simple to make that it is worth being given a try and also in writing mind mapping do not need to fill the color in the box, it's spend much time to do that.

H. RECOMMENDATION

Based on the above discussion, it is recommended that regarding classroom practice, teacher can introduce the mind mapping technique. The writers think that it might be useful to ask the students to brainstorm ideas for topics of their choice. This can make the concept of this strategy more meaningful for the students.

Additionally, any teachers who introduce mind-mapping technique in their classrooms should, as a matter of urgency, be aware of the awkward situation experienced by the students when first making a mind-map in which many images, symbols, and colours are often used. The teachers, therefore, should give sufficient time and guidance for the students to practice making it regularly. As a result, the integration of mind-mapping technique in the EFL speaking class will not become a haunting specter that hinders the students' improvement in the English teaching and learning.

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Language Games for Students of English Micro Teaching Class State Islamic University, Syarif Hidayatullah Jakarta 2015 Faculty of Tarbiyah and Teachers' Training

The Depertment of English Education
ratna@uinjkt.ac.id

ABSTRACT

Micro Teaching course is a subject to teach skills that are served to the students at the 7th semester as a preparation for PPKT subject. In this course students are expected to be prospective (future) teachers who have the attitude, knowledge and skills in teaching. This is necessary because the students who will be their students have different characteristics in attitude, the acquisition of knowledge, as well as in terms of language skills they already have. So that students do not have trouble later during teaching practice at the schools where they will be teaching , should be equipped by basic skills of teaching consists of skills ; induction and closing , explaining, questioning, giving reward, managing large and small groups discussion, managing/setting class, and so forth. In addition to these skills there are other things that are important to be owned by a practice student, that is student skills in the opening activity. It is associated with catching students' interest and enthusiasm for learning. One way of encouraging students in early learning is to provide language games. Because the trigger language games students have happiness and pleasure and comfort in the study. In the language games also trained students to increase confidence and cooperation among them. This activity also trains students to freely because in a game they do not feel scared and shy and not less important is to reduce or denied claims that learning English is difficult. Furthermore that the advantages of language games can also overcome the boredom of the routine exercises and encourage language learning because the game is able to create a fun and relax atmosphere , but still in a learning situation. It is Expected by giving the language game practice by practice student , prospective students have high motivation to learn English, have fun and help students develop a number of other specialized language skills.

Key Words: Micro Teaching Class, Games, Language games

INTRODUCTION

Motivation is one of the indispensable factor in any learning process due to the motivation of teaching and learning in the classroom will make a fun learning experience. Motivation is not only required student elementary school , junior high school students (SMP) , a high school student , but also very necessary possessed by students who are studying at the college level . With the motivation of the learning objectives will be easily achieved . However what ways to grow and increase motivation to learn ? One way is to provide language games . By providing a language game to the students will be able to help increase the passion and desire of students to study harder .

Proposed learning in this paper is the study of English in Micro teaching subject. Micro teaching course is a course that is given to the 7th semester students, who in the previous semester have taken courses such as Lesson Planning, Language Testing, and others, as a prerequisite courses. As subjects of expertise, courses of Micro Teaching role in educating students can practice learning before they go directly to practice teaching in schools that have been determined (PPKT) . As we have known that in this course students learn to practice teaching in small groups. Teach a student to perform in front of their friends who act as students. In the teaching process they are practicing some basic components of teaching skills. Among these skills are the skills of the opening and closing of learning, explaining, asking, manage the classes, managing small group discussions, managing a large group discussions, and using instructional media, study to give awards to the students, and so forth

As one of the basic components of teaching skills, begin the learning and teaching process is an initial process of getting students into the learning material by inspiring students want to learn, enjoy learning, and interested in learning. It requires an act as an encouragement to motivate students to learn by happy feeling . One way is to provide language games. These language game is not only beneficial for students who will be taught by the students soon after they complete the micro teaching courses, but also very useful for the students themselves in the learning process of Micro teaching. Due to habituation using this language games will make micro teaching class into a class that is not boring or monotonous; practice, giving feedback, practice, feedback only, but they really do experience for themselves how to make students enjoy learning with students who experience themselves as teachers gave them language games as a tool to increase their motivation to learn English.

DISCUSSION

1. Concept of Micro Teaching

Micro teaching is teaching practice in small groups . Or in other words, micro teaching is teaching practice in a small scope . As stated by Mc.Knight (1979) that the micro teaching has been Described as a scaled down teaching encounter designed to develop new skills and refine old ones. Furthermore Mc.Laughlin & Moulton defines micro teaching as performance training method is designed to isolate the component part of the teaching process, so that the trainees can master each component one by one in a simplified teaching situation .

From the above opinion can be defined that micro teaching is a method of teaching exercises that apply basic components of teaching in the learning process carried out by students as prospective teachers and other students acting or playing the role of a student . This activity lasted for 20 minutes to 25 minutes (some 15 minutes to 20 minutes) followed by the provision of positive and negative comments about the advantages(positive) and disadvantages (weaknesses) of participants about what has just been done and giving feedback by lecturer and students . This activity can also be done with a video recording of the execution of micro teaching . So it can be recycled back if you want to see real implementation that has been done . It can directly evaluate learning activities that have been implemented . Where is the shortcomings and advantages of each class participant micro teaching,

The components of the Basic skills in the learning process of micro teaching class are opening and closing skills of lesson , manage class , provide reinforcement ,

guiding small groups , ask questions , explain the lesson , as well as holding variations . Each of these components is not given separately but interrelated and continuous . In line with the objectives of the micro teaching subjects itself which gives a real experience and practice basic skills teaching and developing the teaching skills of students before they go directly spaciousness in the teaching practice in some schools.
A teacher or prospective teacher both begin learning course does not directly to the material to be taught , but first explore the readiness of students who will learn . One way is by giving her the motivation so that students enjoy learning and feel comfortable . Motivating by providing language games .

2. Cconcept of Language Game

Each child when invited to play would be very happy . Because the game according to Sugiarsih (2010 : 207) is a tool for children to explore the world , of what has not been recognized until the thing known , of which can not be done to be able to do . So it can be said that play is an activity that is very important for children to recognize their environment . Because the game is able to get rid of boredom as proposed by John M. Stephens in Subana and Sunarti (2009 : 206-207) state that continuously without variation is not exciting. For that play is very important in supporting the learning process because the games provide a challenge to solve problems , generate cooperative and competitive spirit healthy , help students who are less motivated to become an active part , and to encourage teachers to be more creative .

Language game according to Lee (1980 : 70) in his book " Language Teaching Games and Contest " is a game that is used to learn the language so that students feel happy and able to enjoy the lessons that are being given , so unconsciously motivated to enrich vocabulary . Furthermore, Guy Cook define the language game as a code language that comes from a small set of rules of the language used in everyday life in a particular society . From the definition it can be concluded that the language game is a game that is used by the teacher in a language that had been prepared by the teacher in the classroom language to make students excited to learn , giving rise to a strong motivation to learn , pleasure in learning , and can eliminate boredom in study.

3. Advantages of Giving Language Game

The purpose of an activity is beneficial for anyone who did and got treatment. The point is that teachers provide language game also was pleased with the activities carried out so students are treated using language games will be pleased to experience a fun learning through the game. There are some benefit from the provision of language games to the students. Among them are summarized from the experts are: (1) the nature of the pleasant effects that are not realized by the students of these activities were used to entice students to learn more excited, Dobson (1970: 295). (2) can overcome the tired and bored with routine exercises they always do every day, Hurwitz and Goddard (1996: 17). (3) reducing little by little shame and fear to use English because they are free to be creative with their own creation and the language game into a process of establishing a good relationship and fun between teachers and students, Larbacal (1992: 28).

From the above it can be described that games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way.

Learners want to take part in activities; to play games and are generally quite competitive. In order for them to take part they must be able to understand and communicate in the target language. Games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful.

Huyen (2003) identifies the advantages of using games to learn vocabulary in the classroom: a) Games add relaxation and fun, so the learners retain words more easily. b) Games involve friendly competition, so it keeps learners interested and motivated. c) Vocabulary games bring real world context to the classroom. Mei (2000) emphasizes similar points by saying that it encourages active learning, as well as collaboration and interactivity. Interactive learning techniques also hold memory, performance and social benefits. According to I-Jung (2005) the benefits of using games in language-learning include that games are learner centered, encourages creative and spontaneous use of language and foster participatory attitudes of the learners. Kim (1995) states more general advantages of using games in the classroom:

a. Games are a welcome break from the usual routine of the language class.
b. They are motivating and challenging.
c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
d. Games provide language practice in the various skills- speaking, writing, listening and reading.
e. They encourage students to interact and communicate.
f. They create a meaningful context for language use.

From the statements above we can say that the process of learning a language is look like learning one's mother tongue. They do not realize that they are learning a language. Students learn through experimenting, discovering and interacting with their environment. Students need variation to increase their motivation. By using games students already have a context in which the use of the target language is immediately useful. This learning situation is similar to how mother tongue speakers would learn without being aware they are studying.

4. Kinds of Language Game

Some kind of games of language that can be used in order to motivate students to learn English are like opinions expressed by the Betteridge (1994 : 8-13) in his book entitled " Games for Language Learning " . (1) Game image , (2) Games psychology , (3) legerdemain , (4) Games with attention and pembagaian , (5) Games with card and board , (6) Games with sound , (7) The game story , (8) the game says , (9) Games totally wrong , (10) games with memory , (11) Games FAQ , (12) Games puzzle , (13) Games with miscellaneous , (14) Games to summarize.

While Lewis and Bedson (1999 : 5) mentions many kinds of language games such as the following : (1) movement game , (2) Card Games , (3) board game , (4) dice game , (5) drawing game , (6) guessing game , (7) role playing , (8) song game . Furthermore, classifying Chamberlin language games into 6 groups. (1) game phonetics , (2) the game spelling , (3) games syllables , (4) the game vocabulary , (5) the game of making sentences , and to (6) games for creativity and free expression .

NF Maskey in Subana language divides games into four types , namely : (1) listening to the game that is whispered chain and find objects . (2) the game talk ,

namely : point call , the game Kim , take - uptake , you guess, guessing games , and games fabricate orally. (3) read the game are: game recognize and game understanding. (4) game writing are: a flat cross , bingo category , and Spelling Bee . Moreover Gaudart (1999) states that there are four types of games that can be used in the process of learning English language, they are: card games, board games, simulation games, and party-type games.

5. How to Use Language Game

Accoding to Uberman (1998) the following are the ways to use the language games

1. Choose suitable games (depending on the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings).
2. The way students perceive a game depends on the actual design and implementation of the game.
3. Give clear instructions, give clear rules and give clear time limits.
4. Rather demonstrate than explain.
5. There must be a clear purpose and achievable goals.
6. Clear objectives and goals must match the difficulty level of the game and ability level of the students.
7. Ensure that shy or quiet students are not alienated and have an opportunity to take part.
8. Debriefing, or the evaluation of results/ events in the game, is crucial to the game's success.
9. It must still be fun, but still help the students to learn.

The effects of the above ways for the students are very important. Games lower anxiety levels, are entertaining, educational and give students reason to use the target language. It is a natural way of learning and exposes students to real learning opportunities. "Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

Based on the various types of games and the ways how to use the language games according to experts above it can be concluded that we should be able to choose exactly what games we can apply in the classroom each in accordance with the language skills that are being taught , learning or material we will teach students, the level of student ability , as well as how to teach learning students who are filled with color or differences . We can imagine how varied and interestingly the learning process in the classroom every day when the teacher gives the game that is attractive and varied in each learning . May need to sacrifice a little bit of time to choose games that are suitable for our students and prepare in such a way . If it is implemented properly hopefully whatever we want controlled subsidiary of the language will definitely be achieved . Because students do not consider that learning a foreign language , especially English was difficult as the opinion that has developed over the years.

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COMPILING METHODS USED IN TEACHING ENGLISH SUBJECT AT SENIOR HIGH SCHOLLS IN ROKAN HULU REGENCY

Rivi Antoni
Program Studi Pendidikan Bahasa Inggris FKIP, Universitas Pasir Pengaraian
antoni.rivi888@gmail.com

ABSTRACT

This Research entitled compiling methods used in teaching English subject at Senior High Schools in Rokan Hulu regency. A method is a series of steps or procedures that might be practiced by an English teacher in his/her teaching activity. This research is a qualitative research. All data were collected from all English teachers at Tambusai Utara in Rokan Hulu. The

instruments used in gaining the data were questionnaires, Interview, field note and Documentation such as syllabus and lesson plan. In analyzing the data gained, the researchers did the following steps, namely; Collecting, classifying, reading, analyzing, interpreting and get the conclusion based on the guidance proposed by experts of teaching English as a foreign language such as Celce-Murcia Marianne and others. From the data gained, it can be concluded the teachers applied about 59 methods, techniques or strategies in their teaching activities of English subject. Second, it was found that some teachers applied the same methods, techniques or strategies in their teaching activities in the different skills. It happened to the teachers taught at the same schools and other schools in Tambusai Utara. Third, it was also found that English teachers in Tambusai Utara faced some problems in teaching English. The problems might come from the students, regarding with their motivation, Schools system and Rules and missing of societies' attention on education.

Keywords: Method, Techniques, Strategies and Teaching English

1. INTRODUCTION

English has been considered as the first foreign language in Indonesia. The teaching of English as foreign language is expected to meet the demand to master all the four language skills: listening, speaking, reading, and writing (Cahyono and Widiati, 2011:15). In relation to that, the teaching of English has been being carried out in almost level of schools, starting in basic primary school until secondary school. It is an elective subject in Elementary school and a compulsory subject to be taught in Junior High School and Senior High School (Hamdan and Mattarima, 2011).

There had been no research served information of how the teaching of English is done in senior high school yet. Thus, this research would be the first research about teaching methods in senior high schools that was done qualitatively and would give information related to the teaching of English in senior high school in Indonesia, especially in Tambusai Utara Rokan Hulu.

Related to that issue, researcher investigated the teaching methods used by EFL teachers in Public Senior High Schools. The study focused on teachers who teach in Grade X which the students have to adapt themselves with the new situation of Senior High School atmosphere, face different need of learning language. Therefore, teachers teaching in Grade X have to think carefully the teaching

Considering the difference of specification that the public Senior high schools have, teachers may adopt distinctive methods to meet their specific goals. They are required to be innovative and creative in methods used because this very much affects the quality of the output.

Regarding to this matter, the researcher attempted to investigate the teaching Methods used by EFL, whether the teaching Methods implemented similar or different and what the problems encountered by the teachers are.

The Importance of Methods in Teaching

A method is defined as a set of procedures in learning, thinking, teaching, etc. that is used as a way to achieve a certain goal (Veevers, 2007). Deciding which teaching method used that should be applied in the class involves a thoughtful design and planning (Orlich, et al., 2010). In teaching, teacher is faced with a group of different individuals that come from different backgrounds and the goal of teaching itself is to bring those differences together into the learning (Silver, Harvey F., Richard W. Strong, and Mathew J. Perini, 2007). Therefore, teacher should consider the goal/s that she wants the students to reach. Decision of which approach and method that will be used as the basis for using a certain strategy is also important (Carment, 2007).

Nowadays, EFL teachers are required to have the knowledge and skills of various teaching methods. There have been long lists of approaches, methods, techniques and strategies in EFL pedagogy that are developed to facilitate English language learners. All of them sometimes are modified from the classical ones or breakthrough. Celce-Murcia (2004) explains types of strategies that are commonly used in the four language skills. Furthermore, Herrel and Jordan (2004) have listed fifty strategies that can be used for teaching English as a foreign language.

Richards (2006) shares that one goal of CLT is to develop fluency in language use. According to Nunan (1988), a strong point of CLT is that language ability should be developed through stimulating activity toward the target language performance. Nunan (1988) further asserts that teaching and learning should be developed through

activities that require learners to act in the classroom as they would outside. Current communicative language teaching, according to Richards (2006), can be defined as a set of principles driving language goals. By the same token, how learners learn a language, what types of classroom activities that best facilitate learning, and what are teachers' roles in the classroom are also characteristics of communicative language teaching. Richards (2006) provides an example of current CLT classroom activity: a teacher acts as a facilitator who provides opportunities for students to use and practice the language through collaboration and activities such as problem solving, information sharing, and role-play.

The previous research done by Inayah (2012) entitles "EFL Teachers' strategy in Public Vocational Schools in Singaraja", she concluded her research by summarizing some findings as in the following:

1. EFL teachers in Singaraja had implemented various strategies to facilitate the students in achieving the learning objectives. The implementation of the strategies was varied based on the indicators and in which part of the lesson sections they were implemented.
2. There were strategies which were similar from one school to the others. However, there were differences found in the focused of the skills and also the procedures in applying the strategies. The difference of the number of strategies implemented was due to the students' level and teachers' experiences.
3. There were three factors faced in implementing strategies, the students level, lack of motivation. It includes teacher's lack of motivation to teach and teacher's personality. The last is the limitation of the facility.

2. RESEARCH METHOD

This research is designed as a qualitative research. The point of this research project is investigate what teaching methods are used by English teachers at Senior High Schools in Tambusai Utara Rokan Hulu Regency, they are the same or not and what problems are encountered. The purposive sampling was used as the resources to get the data. They were from all English teachers who taught at class X. The Data of this research was collected by using some instruments such as questionnaires Interview, Field note and Documentation taken from Syllabus and lesson plan had by the English Teachers. In analyzing the data gained, the writer used the following these steps, namely; Collecting, Classifying, Reading, Analyzing and Interpreting. In analyzing the data, it followed the guidance from teaching methods/strategies EFL proposed by language experts.

3. FINDING AND DISCUSSION

a. Teaching methods

NO	ENGLISH SKILLS	METHOD, TECHNIQUE & STRATEGIES
A	**LISTENING**	
1		Interactive Classroom Listening Performance
2		Triads strategy
3		Interactive Audio
4		Song
5		TALS

6		Integrating Metacognitive Strategy
7		TQLR; Turn in, question, Listen and Review
8		Listening and answering
9		Listening and repeating
B	**SPEAKING**	
1		Jigsaw
2		Audio Language
3		Group Discussion
4		Information Gap Activities
5		Role Plays
6		Crazy Story Game
7		Cooperative Activities
8		Creative Task
9		Drilling
10		Problem Solving
11		Numbered Heads Together
12		Fan Reading Quiz game
13		Modeled talk
14		Multimedia presentations
15		Part-centered
16		Partner work
17		Peer Tutoring
18		Talk show
19		Scripting
20		Communication Games
21		Total Physical Response
C	**READING**	
1		3-2-1 and hot seat strategies
2		SQ4R
3		K-W-L
4		PORPE
5		Paired Reading
6		Choral Reading
7		PQRST; Preview, question. Read, Summarize, Test
8		CSR; Collaborative Strategic Reading
9		Speed Reading
10		Herringbone
11		Collaborative Reading
12		Vocabulary processing
13		Sorting activities
14		Scaffolding
15		Cloze
D	**WRITING**	
1		Realia strategies
2		Mind mapping

3		Attribute charting
4		Note Taking
5		TPS; Think, Pair and Share
6		Clustering
7		Jigsaw
8		Emotive Writing Tasks
9		Guided Writing
10		Imaging
11		Practical Writing Tasks
12		Predictable Routines and Signals
13		Task listening
14		Visual scaffolding

From the data gained, the researcher could the following analysis.

a. Teaching Methods

There were 59 teaching methods/ techniques or strategies used by the teachers at Senior High Schools in Rokun Hulu regency. When the researcher classified the methods/ techniques or strategies applied by the teachers, it could be summarized that the communicative approaches have become the focus of educators there. It focuses more on the students' activities than teacher's center In the listening skill, there were 9 methods/ techniques or strategies.. In the other words, as it is listed from the table 1, Interactive participation and integrated activities cause the learning and teaching process becoming more interesting. It also represents the bigger chances for the students to be active in the classroom instruction.

In the speaking skill, English teachers have applied around 21 methods/ techniques or strategies in the classroom. It seems that in teaching speaking skill, the teachers have more alternative methods/ techniques or strategies to apply. The changes of views on the knowledge of education especially in teaching have improved the teachers' way in transferring knowledge from traditional to the communicative approach. It was also found than there were 15 methods/ techniques or strategies for reading skill and 14 methods/ techniques or strategies for writing skill.

b. The Similarities and differences methods applied in teaching

There were 4 schools as the places where the samples of this research are teaching; Senior High School 1 Tambusai Utara, Senior High School 2 Tambusai Utara, Senior High School 3 Tambusai Utara and Senior High School 4 Tambusai Utara. All the schools are public schools. From the responds given by the samples, the researcher found that some methods/ techniques or strategies were similarly applied by the teachers. However, there were some methods/ techniques or strategies which were not applied by the teachers from different schools.

c. The problems encountered in teaching

The researcher can describe various description and explanation given by the teachers related to the problems encountered in teaching English. Shortly, the problems could be summarized as follows :

1. Low of students' motivation
   The teachers explained that some facts can be proved how the students' motivation level is. Some students come to the class with bad preparation, for example they do not bring their guidance books, do not complete their project, and are not active in the classroom. It seems that they are forced to join the class. Furthermore, they have limited knowledge about English. As the researcher got the data that students there come from various educational background, they enter the school with low English skills. Students 'background have an effects to their learning progress at this level. Some students have graduated from public and private schools which previously served them with limited facilities and media of teaching and learning. It was difficult to the teachers to invite their students to love and master English well. They have a classic reason that English is a difficult subject to learn. Learning English is only a routine / daily activity that could not be avoided, it is not as their future needs. At last, the teachers should have much attention to complete the syllabus and curriculum than get the students has good skill in English.
2. Limited supports from Schools environment
   The other problem appearing in teaching English is about the availability of facilities and media to support the teaching and learning process. As the teachers respond to the interview, they do not have representative English laboratory for practice and they do not have access to join with some programs such as debate, contests, game and English clubs. All the schools here are far from the city. In the other words for them to get access out of the area of the districts.
3. Missing of Societies responsibilities
   Today, it is difficult to have good attention from our society. People in the community do not have more attention the education anymore. It seems that education is only the duties of educational institution.

4. CONCLUSION

Describing and analyzing the data gained from this research, the researchers can conclude this research as follows;

1. Teachers applied about 59 methods, techniques or strategies in their teaching activities.
2. There are some Similarities and differences methods applied in teaching among the senior high schools in Rokan Hulu regency.
3. The problems encountered in teaching English are regarded to students motivation, Scholl system and rules and missing of the societies/communities attention.

The researcher also gained some suggestion for this research :

1. Further, it is interesting to compile completely how the 59 methods are applied.
2. There should be more attention to solve the real problems face by the teachers in Senior High Schools level in Rokan Hulu, from community, and government locally or nationally.

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JUNIOR HIGH SCHOOL STUDENTS' LEARNING STYLES IN LEARNING ENGLISH

Hustarna and Masbirorotni
Universitas Jambi
arna_unja@yahoo.com and ekarotni@yahoo.com

ABSTRACT

The success of English teaching and learning process depends on many things. One of them is the compatibility of teaching method, teaching and learning process, and the characteristics of the students. One of the students' characteristics is learning styles when learning English. This study aims at investigating learning styles of students at SMPN 3 and SMPN 13 in Jambi city. This study employs descriptive and quantitative research design, using a questionnaire as the instrument. The result of the study shows that of the sixth learning styles, the learning styles mostly used by the students are kinesthetic, tactile, and learning in group. Besides, the students appear to exhibit multiple minor learning styles.

Keywords: Junior high school students, English learning, learning style

1. INTRODUCTION

1.1. Background

In the Indonesian education curriculum English is one of compulsory subjects that must be learnt by all high schools students and university students. Besides being a

compulsory subject, English is also a subject which is included in the national examination. The status of English as a compulsory subject is because considering that it is an international language that must be mastered by all students in this globalization era. All students are expected to be able to master English to help them cope with the need of the global world.

However, even though the students have learnt English for years at school and university, the objective of the teaching and learning English process is still often not achieved well. There are many factors that contribute to the failure of the teaching and learning English process. One of them might be because of the incompatibility of teaching method with students' learning style. Therefore, knowing the students' learning styles is important.

Every student might have different styles in learning English. The difference can be caused by different characteristics of each individual. This is in line what has been stated by Gagner (1985) that every human was born with his/her own learning style. Some students like to learn individually (*Intrapersonal*), and some others like to learn in groups (*Interpersonal)*. On the other hand, there are also students who like to learn using visual media, some others like to use audio media, and there are also some students who like to study kinesthetically.

The compatibility of teachers' teaching style and students' learning style is one of factors that can influence the success of teachers in teaching and the success of students in learning English. Hence, the researchers think that it is important to conduct a research aimed to find out students' learning style in learning English. Specifically this research was conducted to find out English learning styles used by junior high school students in Danau Teluk and Pelayangan districts in Jambi city.

1.2. Definition of Learning Style

There are many definitions of learning style. According to Fleming and Mills (1992), learning style is students' preference to adapt certain strategy during learning as means of their responsibility to get appropriate learning approach accordingly with learning needs in the classroom/school or with the needs of the certain course. Drummond (1998:186) defines the learning style as an individual's preferred mode and desired conditions of learning. Willing (1988) defines learning style as the preferred student's habit in learning. While Keefe (1979) sees learning styles as someone's views in accepting, interacting, and looking at the environment. In addition, Dunn and Griggs (1988) view learning style as one's biological character. Finally Oxford (2001:359) cited in Ardi (2007) states that learning style is approaches used by students in learning new language or learn other subjects at school.

1.3 Learning Style Models

Some researchers have constructed various learning style models and instruments to assess individuals' learning style. David Kolb's Learning Style model categorizes four types of students: divergers, assimilators, convergers and accommodators (Kolb, 1984). His instrument and approach focus primarily on adult students.

Dunn and Dunn Learning Style Model proposed by Rita and Dunn (1989) is one of learning style model commonly used. They observed how students respon the lessons by using different teaching instruments. Rita and Dunn stated "if children cannot learn the way we teach them than we must teach them the way they learn". This means that a

teacher should know the learning style used by students when they are studying. In other words, in order to be able to maximize the process and result of teaching and learning at school teachers' teaching style should be compatible with students' learning style.

Dunn and Dunn Learning Style Model focus on five domains i.e. environmental, emotional, sociological, physiological and psychological. Another expert, Reid, (1995), also has developed learning style model based on how students learn by using their perception i.e. visual, auditory, and khinestetics, and also, two social aspects of learning, i.e. in group and individual. In this research, the researcher adapted Reid's Perceptual Learning Style Preference Model to identify students' learning style prefereces in learning English as a foreign language.

1.4 Perceptual Learning Style Preference Model

Reid (1995) has developed learning style model and instrument called Perceptual Learning Style Preference Questionnaire (PLSPQ) particularly for learners of foreign languages based on how students learn best using their perceptions: visual, auditory and kinesthetic preferences and also two social aspects of learning: group and individual preferences.

1. Perceptual Learning Styles

a.Visual : Visual students like to read and obtain information from visual stimulation. These learners prefer using pictures, imageries, and spatial perceptions.

b.Auditory : Auditory students are comfortable without visual input and learn from unembellished lectures, conversations, and oral directions.

c. Kinesthetic: Kinesthetic students like lots of hands on movement and enjoy working. They favor using body, hands, and tactile sense.

2. Social Learning Styles

a. Group (interpersonal): They favor learning in groups or with other people.

b. Individual (intrapersonal): They prefer working alone and being a self reader.

Reid (1995) also classified learning styles as Major, Minor or Negligible. Major is a preferred leaning style, Minor is one in which students can still function it well, and Negligible is a learning style in which a learner find difficulties in learning.

2. RESEARCH METHOD

2.1 Method of Research

This is descriptive research with survey design. In descriptive research, it includes data collection to test the hypotheses or to answer questions related to the subject of the research (Gay, 1992:13). In this research, the researchers described learning style preferences of the students of junior high schoosl in learning English.

2.2 Time and Location

This research was conducted at SMPN 3 and SMP N 13 Jambi. Both schools are located at Sebrang City of Jambi. SMP N 3 Jambi is located at Danau Teluk and SMP N 13 Jambi is located at Pelayangan. This research was conducted for four (4) months, from May to August 2014.

3.4 Population and Sample

The population in this research was all of second graders of SMPN 3 and SMPN 13 in Jambi city. In this research, the researcher took all the population as the sample. In other words, this research used total sampling technique.

3.5 Data Collection Procedure

This was a survey research by using questionnaire as the instrument. The questionnaire was adapted from Perceptual Learning Style Preference Questionnaire (PLSPQ) developed by Joy Reid (1987). This questionnaire subjected to the students who are learning foreign languages. The questionnaire consisted of 30 statements. The participants filled the questionnaire relating to their learning styles when they are learning English. The statements use 5-point scale of Likert Scale i.e. Strongly agree (5), agree (4), Neutral (3), Disagree (2), Strongly Disagree(1).

Table 1. Specification of the questionnaire

Learning Style	Items' number
Visual	6, 10, 12, 24, 29
Auditory	1, 7, 9, 17, 20
Individual	13, 18, 27, 28, 30
Group	3, 4, 5, 21, 23
Tactile	11, 14, 16, 22, 25
Kinesthetic	2, 8, 15, 19, 26

Based on the reliability test, which has been carried out on August, 2014 to particiants who did not belong to the real sample of the research, the reliability score of the questionnaire was 0,777. Based on the result, it can be said that the instrument was reliable to be used as the instrument for this research.

3.6 Data Analysis

The researchers analyzed the data obtained from the questionnaire by calculating the whole scores of the questionnaire. When the numerical value was assigned to the corresponding learning style, the numbers were added to obtain a total score and then it was multiplied by 2 to determine the major, minor or negligible learning styles. After that, all the results were analyzed by categorizing them into kinds of learning style preferences proposed by Reid (1995).

3. FINDING AND DISCUSSION

3.1. Findings

Based on the analysis of the data, the researchers found out some English learning styles used by students of SMPN 3 in Danau Teluk district and SMPN 13 in Pelayangan district. The learning styles are divided into some categories as shown in the following table.

Table : 1 of English learning styles used by students at SMP N 3 dan SMP N 13 Jambi city

Learning Style	Avarage
Visual	28,38 (minor)
Individual	35.96 (minor)
Auditory	36.88 (minor)
Group	37.92 (major)
Tactile	38.74 (major)
Kinesthetic	40.5 (major)

Based on the table above, it can seen that the learning style mosly used by the participants in this research is kinesthetics. The average score for this learning style preference is 40.5. Most of the participants in this research prefer learning by doing practice, and/ or experiments in the classrooms, participating in role plays, and making something for English assignment. Besides that, other learning style preferences that also used by many participants in this research are tactile and learning in group. The scores for these preferences are 38.74 and 37.92 respectively.

Other learning style preferences, although not really preferred, are still used by some of the participants. They are visual, auditory, and individual learning styles. From the table above, it can be seen that there is no learning style considered difficult or negligible to be used by the participants. All learning styles in the table are possible for the participants to use in learning English.

In the table, it can be seen that the score of visual learning style is lower than other scores of learning styles. Even though the visual learning style is not categorized as **negligibl**e, this learning style seems to be rarely used by the participants when learning English. Activities included in visual learning style stated in the questionnaire are reading English texts, reading English sentences on whiteboards, and reading instructions in English books.

3.2 Discussion

From the data analysis, the researchers found out that the preferred learning styles of junior high school students of SMPN 3 and SMPN 13 in Jambi city in learning English are kinesthetic, tactile, and group. These three learning styles are categorized **major** in the classification of learning style preference levels proposed by Reid (1995).

Kinesthetic learning style relates to learning style in which students mostly use physic activities when learning. Regarding to learning English, most participants in this research preferred learning English by doing practice or demonstrate something being learnt in the classroom. This is in line with group learning style that is also preferred by many participants in this research. The result of this research is the same as that of the research conducted by Obralic dan Akbarov (2012) entitled "Students' Preference on Perceptual Learning Style".

In the researchers' point of view, the learning style preferences (kinesthetic,tactile, and group) used by the students are in line with the status of English as a foreign language in Indonesia. When learning English, it makes sense that a student

will be easy to learn if he or she practices directly what he or she is learning. For example, when learning how to pronounce English words, he or she is considered able to pronounce the English words if he or she has pronounced the words. To be able to pronounce the words well of course he or she needs to practice. The same as learning English speaking, commonly a person will be able to speak if there is at least one interlocutor because to have an oral communication there must be a speaker and a hearer. Besides, English is also considered difficult by many students so by learning in group they will be easier finish their task.

The use of the three learning styles do not mean that the participants do not like to use auditory, individual, and visual learning styles. Based on the result of the research, the participants are still able to use those learning styles. Some of the participants like to listen explanation of the lessons directly from the teachers, or learn by listening from cassettes, read English materials or instructions written by teachers on whiteboards, read English books, use pictures when learning English and learn individually.

4. Conclusion and Suggestion

Based on the result of the research, there two aspects that can be concluded. Firstly, the favorite learning styles used by students of SMPN 13 and SMPN 3 in learning English are kinesthetic, tactile, and group. Secondly, other learning styles (i.e. auditory, visual, and individual learning styles), although they are not dominant, are still used by the students. No learning styles are considered impossible to use by the students.

By knowing the favorite learning styles used by the students in this research, there are two things that can be suggested. The first is for students. For students who are learning English, it is suggested that they should recognize the learning styles that they like to use in order that they can learn more effectively and enjoyably. The second is for the teachers. For English teachers, especially English teachers of SMPN 3 and SMPN 13 in Jambi city, the researchers hope that this research result can be used as guidance for them in choosing and applying effective teaching and learning activities that fit the English need of the students and their learning styles when learning English.

Existence of English Language Education System in NU Boarding School on Paringgonan at Modern Era

Tien Rafida
titin.rafida@yahoo.com
UIN Sumatera Utara

ABSTRACT

In various modernization effort that is, English language skills is one of the most powerful means and mainly through English language skills as a tool to communicate this transfer values and the teachings of Islam can be done in a planned and systematic. With regard to the modernization of one of them with communicating in English on NU Boarding School at Paringgonan.

I. INTRODUCTION

Muslims at present faced serious challenges from outsiders implications for the future of life characteristics. Challenges range from colonialism and imperialism that produce violent collision between Western culture with the teachings / values of Islam, to the materialism, capitalism, industrialism that has successfully changed the system of thought and social structure.

In response to the above challenges Muslim thinkers and intellectuals launched various modernization efforts that appear in various varieties and their characteristics. This is in accordance with the socio-historical setting that surrounds the modernists.

II. DISCUSSION

In various modernization effort that is, English language skills is one of the most powerful means and mainly through English language skills as a tool to communicate this transfer values and the teachings of Islam can be done in a planned and systematic.

With regard to the modernization of one of them with communicating in English on NU Boarding School at Paringgonan renewal can be seen from several aspects, namely:

a. Aspects of Organizational Management

The first aspect of this can be seen from the following :

1) Focus on the goal

Paringgonan NU boarding schools associated with focusing in running the program relied on the purpose of direction or moved schools. According to the results of interviews with leaders of NU Boarding School at Paringgonan Mr. Goloman Hasibuan, said:

"Boarding NU Paringgonan at the beginning stands as a response to the public's thirst for education Islam in 1940, then now look to the many schools stood everywhere in the various regions, therefore, but to remain solid in transformed educational values of Islam, of course Just Boarding NU Paringgonan create a program that fits the needs of today, such as; providing a variety of activities life skill / skills that will be beneficial for the students at the time had completed his education at this boarding school."

2) communication

Boarding schools must be able to develop communication specifically speaking on the stage of a multi-level or multi-dimensional. Communication should be constructed with vertical and horizontal components thoroughly that not only limited to the internal environment of the organization itself, to establish direct communication through meetings and so on.

3) Consideration of optimum strength

Boarding school certainly should be considered in which the balance of power on all units and lines of the organization, so as to contribute to the advancement of organization. In addition to collaboration between units because they feel the dependencies between them.

4) Moral Dimensions

Moral dimension is closely related to attention to each individual's response to the organization's influential boarding school. Individual responses are not the same in every organization. The organization's policy schools should be able to open the responses of each of the members and implement these responses, and this is called moral in the organization.

5) Adaptation

Adaptation is necessary in the realization of the organization's relationship with the demands of the development environment. If schools there is a discrepancy then there should be problem solving and setting back through some of the new approach that involves environmental and boarding.

b. Aspects of Curriculum

Another aspect that is a concern in schools is a reorientation of the curriculum reform as one of the components of learning. Curriculum plays an important role in the educational process as well as an action plan that provides guidelines for teaching. Or practically the curriculum is seen as a series of subjects that must be taken or possessed by the students to reach a level of education.

c. Aspects Methodology

Other aspects of educational reform boarding schools are learning active learning methodology, using a scientific approach in addition to conventional teaching methods, sorogan and bandongan. There are several methods that can foster educational innovation in schools, as well as according to the interviews that researchers do in Boarding School NU Paringgonan several methods implemented in schools has been quite varied. Here are some of the learning methodology applied in these schools.

1) Observe.
2) ask.
3) Exploring.
4) associate and
5) Communicate

d. Aspects of Teachers and Education Personnel

From this it can be seen that these schools in order to construct the strength of the system is very good, because it was fairly representative of the aspects that must be considered in accordance with national education standards. But that became a record in accordance with the results of the author interview with the deputy leader of the field of curriculum explains that there is a problem that is very not rule becomes a weakness for this boarding school is when implementing recruitment of educators, sometimes there are instances prospective educators are not too selected in accordance with the rules that have been defined by this boarding school itself, could have been caused by background factors institution of education is good is considered certain that prospective educators who apply it also would've been nice, but the reality looks field many times, a teacher at

the school was not able to conditioning the effectiveness of classes being taught can be seen from the noise of the students who are being taught. This indicates that the teacher is not able to conducive students in the class.

Furthermore, the most striking thing in the recruitment of educators in these schools that did not take place in accordance with the rules of the recruitment process is over familial factors. This writer would be a weakness that could be decreased the quality of the board of the teachers.

e. Aspects Infrastructure

1. Form Maintenance of English Communication in NU Boarding School on Paringgonan

Shape maintenance at boarding school tradition NU Paringgonan can be seen from the activities of students. After students equipped with science in the classroom (learning time in the morning) as well as other activities, either through teaching Islamic religious education as well as learning his school or extracurricular activities, then held another activity or activities Arabic and English that can improve understanding and practice students in communication. These activities are especially dedicated to students who habitation, but not be a hindrance when there are students who do not want to follow the activities habitation speaking, because the boarding school tradition will be more visible in the learning process in the morning until noon.

The activity of Islamic tradition that is carried on a boarding school students NU Paringgonan habitation are :

1) Speech or Muh'adarah (training speech)

Speech or Muh'adarah (training speech) is performed every Wednesday evening after evening prayers. Each week builder to boarding will appoint some students who would appear to speak English. Pupils will appear, bringing the free content of his speech. However, the content of the speech from the observation of the students are very conditional. It means moments there is often a major topic of their speech. For example fitting time the study was conducted a month of Sha'ban, rajab, Ramadan at the door, then the content of the speech from the writer's observation they often talk about the issues surrounding the month.

Further study addressed direction in this Paringgonan NU Boarding School applied specifically for students habitation. Implementation does not distinguish between male students with female. This activity was held in a room that has been provided by the schools accompanied by caregiver male and female students respectively.

In an interview with the caregiver researchers male and female students Tuesday night, February 24, 2015 states that:

“Direction is learning speech. Pupils all required to participate. Male and female do not do the separation or the implementation is done simultaneously. Also expected to merge with the implementation of the learning muhadharah spur students to be more serious, because more and more are automatically witnessed the appearance of speech it will be increasingly serious and increasingly trained mental in speaking in public. While muhadharah activity is also undifferentiated whether senior or junior because he's just that the time given to perform in different podium, for the junior secondary level students are given five minutes to perform and students Aliyah given 8 minutes to perform.

From the extensive details can be analyzed that although the implementation of Muh'adarah is done simultaneously between male and female students but not necessarily they would feel free to disturb interfere with each other between men and women, because there cleric and cleric caregivers who constantly supervise the activity.

2) Malim Sekampung

Malim compatriot is the activity of the students was held on every Thursday night and Sabtu.Materi malim compatriot in this activity with more emphasis on things that are much needed in the midst society. Emphasis on the observation of the material research is motivated by the fact that the current generation a lot when hanging out in the middle of the community is not able to perform as a role model. Was to minimize the number of generations that is not capable of leading events including the MC in English, the demand for office workers who require English Kemenag particular day every Thursday then students help to spread to places like that. Boarding NU Paringgonan through intentionally equip students with compatriot activity.

3) Course of Grammar (Nah'u S'raf)

4) In addition to learning Course of Grammar while studying in the morning, for habitation students the opportunity to deepen the materials in the classroom can be a resident of Trustees also provide opportunities for students every Tuesday evening to learn. While students who return day also provided an opportunity for anyone who wants to join. Requirements and provisions as well as the inclusion of a mechanism be transferred to the religious teacher or caregiver students. There is one very interesting thing among students, there is a term that course of grammar (nah'us' raf) is the parent of knowledge.

5) Religious Lectures

This religious speech is a routine activity that is usually done after every dawn prayer, lectures were intended is often called the seven minutes. Kultum or lecture filled by students own premises and sometimes make use of the English language by student caregivers cleric habitation.

Apart from that according to the students caregivers habitation, students are given a task or mandate for lectures, in addition to conveying is to train the skills they talk / speech in public.

6) Learning Calligraphy

Learn calligraphy for habitation boarding school students NU Paringgonan held 2 times a week, ie every Monday and Tuesday. Schedule to learn calligraphy was held after this Ashar. This activity is prayer in the classroom.

Learning calligraphy is to learn the art of writing with Arabic or often called khat interpreted in English. With regard to learning calligraphy is not all students are required to follow, but the sitter students just opened registration for those who are interested about the program. calligraphy teacher educators deliberately to come from outside. For those students who do not participate are allowed breaks or perform other activities as long as there benefits.

Based on observations of researchers for students who do not participate to learn calligraphy they mostly do sports activities like playing volley, play table tennis and

badminton, there are others who play football, no cooking, washing and so on. While child female students of observations researchers were more gathered-together in front of the hostel while waiting for prayer time.

7) Watch Islamic Movies

Once a month or in a not-too determined time of the students are invited to watch together with the in focus in the classroom on a different schedule that is the film in Arabic and English-speaking Islamic nuances. Usually this is done conditionally, ie, just at night only fitting spare time.

With the method of this spectacle is expected understanding and practice of religion can increase their language skills and can even add a sense of their love for the religion of Islam itself.

8) natural Tafakkur

Male and female students NU Paringgonan Boarding normally carried Rih} lah (exploring nature) aim to recognize and realize the greatness and power of God, and shall speak Arabic and English. This applies to all students either habitation or not. Tafakkur this nature usually done in locations that can open up the minds of students as pegunungan.Ini done once in a semester.

9) Pengajians interpretation and translation in English

Koran interpretation and translation in English is usually held twice a month, which coincides on the Sunday night after the evening prayers. Schedule Interpretation and English teaching is done at the beginning of the month of the first week of a new, third Saturday night. There is a tradition in this boarding school that for the habitation allowed to return home once every two weeks. Tafsir dan then the opportunity to recite the English translation is scheduled for the week when no time to go home.

2. Fascination Boarding NU Paringgonan

The durability of a boarding school can be seen from the appeal of the show. One reflection that can be used is when a boarding school has many students who studied there, then it indicates the existence or strength of interest emanating from the institution so that people flocked to send their children to these institutions, even many found educational institutions to refuse or The prospective students do not pass because the capacity is not sufficient space available to accommodate the whole, so that made the selection of new students admission that one of its goals is to control the number of students that can be accommodated. On the other hand we encounter many schools or other educational institutions Islam if people want to send their children to educational institutions already is very grateful.

We have encountered many schools, each of which has a characteristic or distinctive charm. Here is the explanation of what the author saw in NU Boarding School Paringgonan about the appeal of the community to send their children to boarding school is, because as far as the authors observe, enthusiastic people to mandated child study in schools is quite high, seen from the number of students who learn as much 785 students plus 61 students MDA. Of course this is already a solid data to say that the Boarding NU Paringgonan have great appeal in the public eye.

According to the researchers interview with one of the residents around schools say:

Boarding NU Paringgonan are schools that have a charismatic strong in the public eye, because the founders of this boarding school are scholars who are very sincere and charismatic, so I am pretty sure that with me educate my children in schools will bring blessings in our family, namely with religious knowledge possessed my children then at least I hope will reap a pious child who can serve to parents. Then the cost should I spend too so relatively cheap, I have encountered no educational institutions that charge tuition and other costs as cheap at this boarding school, but the facilities provided are adequate foundation for education facilities that are seen in other Islamic schools.

From the description it turns Boarding NU Boarding School at Paringgonan is highly respected and appreciated by society through the late founder H. Sheikh Ridwan Uthman Hasibuan, even though he is dead from about 53 years ago. Does not stop just there only the author also continue to observe what actually the appeal of these schools so that schools can develop its struggle to educate children has not been an independent nation since Indonesia.

The appeal of NU Paringgonan boarding school can be seen from the following:
1. charismatic founder and leader now.
2. The quality of human resources.
3. Quality Students activities.
4. Quality of Facilities and completeness.
5. Many appear in various education activities outside schools.
6. Generate qualified students.
7. Effect of alumni who have a lot of success.

In terms of education in boarding school activities NU Paringgonan, slightly missed that the appeal of these schools is the pattern established education system is very good. But for a more satisfactory answer to the exposure more details about this will be the writer explained in sub-section transmission at boarding school science NU Paringgonan and forms of Islamic tradition in Paringgonan NU boarding school.

Then to see further appeal Boarding NU Paringgonan researchers created a glance analysis of how modernization can be durability, how Boarding NU Paringgonan maintain the appeal of being a resistance to this boarding school and how the transmission of knowledge in Pondok Pesantren NU Paringgonan , it is the researchers explain in the following exposure.

a. As modernization Durability NU Pesantren Education System Paringgonan

Not too much to say on the basis of some of these updates in Boarding School NU Paringgonan can survive until now, really many schools are increasingly found today in decline because it is too rigid in accepting a wave of changing times. But one thing that can be learned from what the researchers observed in NU Boarding School Paringgonan, that openness to the changes or do innovation an invincible force without ruling out the traditions that must remain on guard.

Boarding NU Paringgonan, when the review of the classification of the institution, including the boarding school classification into tradisional but Islamic educational institutions that become resistance to the boarding itself is the response of the attitude of doing updates on all lines.

Writer, actively speaking internationally and use a lot of technology is already included as part of modernization. Then other than that, Pondok Pesantren NU

Paringgonan also do a lot of updates from the organizational aspects of the institution, and on aspects of the curriculum and of course also on methodological aspects learning.

As explained above, that the organizational aspects of good management is needed in order to manage the institution sturdy and strong, not easy to collapse and not brittle. As for the aspects of the curriculum, Boarding NU Paringgonan have long serving varied curriculum to his students, ranging from general subjects, subjects ministerial decree while maintaining Islamic studies subjects nor the study of the yellow book. Later on methodological aspects, Boarding NU Paringgonan writer has been very professional in dealing with this case, as seen from of the teachers have a lot to certification, of course, if already certified in advance of the educator through several stages to be able to pass the pass the exam certification is handled by relevant professional elements.

b. Boarding NU way Attractiveness As Paringgonan Maintaining Endurance Education System.

Talking about ways or methods in maintaining attraction to be used as the durability of pesantren education system, schools would have different ways to do it, although not too noticeable in the difference because both based schools. Boarding NU Paringgonan in maintaining the appeal as the durability of the system is to manage all the Islamic tradition as much as possible, to minimize any shortcomings. There is seen on the ground that the Boarding NU Paringgonan manage that tradition by providing a delegation to the appropriate human resources to handle.

Furthermore Boarding NU Chairman Paringgonan in order to maintain the attractiveness of the business is through managing organizational units that exist in boarding institutions. Then manage the acquisition of communication that is by doing multi-dimensional communication in different directions both internally and externally. In the next part is to optimize the power of each HR, and trakhir positive adaptation in response to changes in government regulations and always upgrade needs through learning to the problems encountered in the field.

c. Transmission science as a form of appeal in Pondok Pesantren NU Paringgonan

Boarding NU Paringgonan are educational institutions that have students as many as 785 people. The learning process is in general.

III. CONCLUSION

There are two categories. First, boarding schools: students who return today, the second habitation students. From the observation of students who return day authors usually come from areas around schools in general they just learned in the morning till 14.00 pm. While ordinary habitation students come from areas far from the location of the boarding school. They caused these students may not be able to take the time to get to schools in a timely manner, in addition they want to learn the full program students learning habitation. However, researchers from the observation that there is also a small part of the students who lived close to the boarding school but he took students with living in a dorm or cottage, or there.

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Academic performance of English students at Universitas Jambi

Masbirorotni and Hustarna
eka_rotni@yahoo.com and arna_unja@yahoo.com
Universitas Jambi

The purpose of this study was to examine the performance of English students at Faculty of Teacher Training and Education, Universitas Jambi. A questionnaire was used as a research instrument to 93 students enrolled in the fifth semester. Students' English cumulative Grade Point Averages were used as one of measurements of students' academic achievement in English. The data were analyzed by using descriptive statistics, Pearson product moment correlation. The findings revealed that student factors like English grade in senior high school and extra/co-curricular involvement were found to have highly significant relationship in terms of their English Cumulative Grade Point Average. Educational media facilities at home were also found significantly associated to English CGPA's.

Key words : Academic Performance, English Students, English Cumulative Grade Point Average

INTRODUCTION

English as a foreign language for Indonesian people is becoming popular and the rising need to be proficient in spoken and written English becomes basic necessity. Because of the high demand for English to compete in globalization era, English major has become one of the most popular major fields. Considering this reality, many students compete to enrol and major in English. By having certification as English major, it is assumed that they will be able to get job easier. Seeing this condition, universities (private and state) increase number of students accepted in the program.

Many types of admission have been offered by university to increase the number of students accepted. Based on data from English Education Study Program at Faculty of Teacher Training and Education in 2001, the university accepted 90 students (three classes), and in 2009, the university opened a non-regular class called "English Mandiri Class". The English Mandiri classes have the same level as regular classes.

The increasing number of students in English education study program cannot guarantee that the English performance of the students will also increase. Based on the researchers' experience many students were found still had difficulties in learning English and many of them still did many grammatical errors when writing their bachelor thesis. Considering those things the researchers were interested to find out the relationship between students factors and their English academic performance.

THEORETICAL AND CONCEPTUAL FRAMEWORK

Learning a second language involves two things. These are the knowledge that makes up competence and the control that is used in producing speech. The reason why a second language learner produces language that is not appropriate to the situation could be lack of control procedures of knowing than to use what. In this case, the learner's control procedures are not working properly holding back his/her performance.

The competence/control model developed by Elllen Bialystok and Mike Sharwood-Smith (1985) shows the learner's competence in the language as the way language systems are represented in the mind. Ways of finding these systems are the control procedures of the processing system for controlling that knowledge in actual performance.

In this study, language competency in the form of students' academic performance in English is the dependent variable and socio-personal characteristics are the independent variables. Socio-personal characteristics consist of (a) personal characteristics such as; sex, type of high school graduated, high school location, parents educational attainment, and course priority; (b) academic profile in terms of English grade in senior high school, types of admission taken, and extra/co-curricular activities engaged in; (c) availability of educational resources in terms of educational media and facilities at home.

Academic performance of learners was measured by their English CGPA and five pre-requisite English subjects namely; grammar, listening, reading, speaking, and writing. In the context of competence, students' academic performance in English is controlled by student variables.

METHODS

Research Sites

The site for this study was at English Education Study Program at Faculty of Teacher Training and Education, Universitas Jambi. This university is located at Jambi Province.

Participants

A total of 93 fifth semester (third year) students of English major, Faculty of Teacher Training and Education, Universitas Jambi., academic year 2011-2012 voluntarily participated in the present study. Among the participants, 19 participants were male and 74 were female.

Data Collection and Analysis

Primary and secondary data were gathered in order to attain the objectives of the study. For the purpose of this study, English Cumulative Grade Point Averages (ECGPAs) were used as measurement of academic performance. These were obtained from first year to third year which consist of two semesters for each year level. For the third year level, only the first semester GPAs were included because respondents are still in the second semester of the school year. The English CGPAs were calculated by dividing the total amount of grade points obtained from English subjects by the total amount of credit hours earned.

For primary data, a survey-questionnaire for students prepared. It was designed to answer specific objectives of the study.

The questionnaire was divided into three parts i.e. student's personal profile, academic characteristics, and availability of educational resources. The first part (A) was designed to elicit information on students' sex, type of high school graduated, status, parents' educational attainment and reasons for majoring in English. The second part (B) was intended to inquire about their academic attributes such as English grade in Senior High School and types of admission taken.Finally, the last part (C) is about the availability of educational resources at home.

Secondary data which consist of GPAs of students at every semester from first to third years were obtained from the official website of Universitas Jambi (www.unja.ac.id). Students' grades are accessed by students and faculty members only because they have their own official ID and password to access them.

The data were analyzed statistically by SPSS software program. The data analyses used are frequency, percentage, means, and reliability index. The reliability index (Cronbach α) (of the questionnaire) was 0.915. Pearson Product-Moment correlation was used to determine if there is relationship between student factors and students' academic performance in terms of CGPAs.

RESULTS AND DISCUSSIONS

Student Factors

Student factors consist of five categories; the first group of personal characteristics consists of sex, type of high school graduated, high school location, parents' educational attainment and course priority. The second covers academic profile in terms of English grade in senior high school, types of admission taken, and extra/co-curricular activities engaged in. The third category includes availability of educational resources in terms of educational media facilities at home, and time spent for reading, TV watching, listening to radio, using computer/laptop and accessing internet (in English).

Personal Characteristics

Sex. Table 1 shows that majority (79.6%) of students were female. This shows the general trend of having more female than male students in tertiary education, especially in the College of Education. As Adebayo (2008) confirmed, men are not showing much interest in disciplines that have been traditionally sought after by women (e.g. nursing, social work, communication disorder, and modern languages). Aside from

this, as future teacher candidate, the female teacher usually is more creative in developing materials and modules (Nurfuadah, 2012).

Type of high school graduated. Almost all of students (92.5%) graduated from public high school while only 7.5% came from private schools. This finding revealed that those who come from public schools tend to continue to study in state university since the university is accredited and low in cost. Commonly in Jambi, students who attend private high schools are students who cannot be accepted in the public schools because the passing grade requirement is higher than that of private schools.

High school location. Most of students (73.1%) were from Jambi City and the rest 26.9% were from outside Jambi City. They came from both outside of Jambi city and outside Jambi Province such as Muaro Jambi, Bungo, Batang Hari, Kerinci, Tebo, East Tanjung Jabung, West Tanjung Jabung, Merangin, and Bangko; from outside of Jambi Province such as North Sumatra Province, South Sumatra Province, and Jakarta.

This condition revealed that even though Universitas Jambi, FKIP, English major in particular, is one of the most demanded and popular major in Jambi Province, it is still not popular compared with other state universities in Indonesia. It is only known well by the students of Jambi Province especially those who are citizens of Jambi City.

Parents' educational attainment. Greater percentages (32.3%) of the students' fathers were senior high school graduates, followed by 25.8%, who were college graduates and 8.6% were post graduate. These results suggest that majority of students' fathers had formal education until post graduate level.

Similarly, on the part of the students' mothers, senior high school graduates comprised the biggest group (36.5%), followed by 28.0% who were college graduates. But, only (2.2%) of mothers reached post graduate level. This result shows that education has been priority among the majority of parents.

Course priority. Almost all of them (83.9%) chose English as their first choice for major when they applied in the university. The rest (16.1%) stated that English major was not their first choice. This finding reveals that these students have already equipped themselves to be English major students who needto have good background of English. This conformed to the result of their high school grades of English where majority of them were excellent in their English competence.

Table 1. Personal characteristic of student respondents

CHARACTERISTICS	FREQUENCY (n=93)	PERCENT
Sex		
Male	19	20.4
Female	74	79.6
High School Type		
Public	86	92.5
Private	7	7.5
High School Location		
Jambi city	68	73.1
Out of Jambi city	25	26.9
Father Educational Attainment		
Elementary	8	8.6
Junior High School	8	8.6

Vocational High School	10	10.8
Senior High School	30	32.3
Did not complete college	5	5.4
College graduate	24	25.8
Post Graduate	8	8.6
Mother Educational Attainment		
No formal education	2	2.2
Elementary	12	12.9
Junior High School	7	7.5
Vocational High School	5	5.4
Senior High School graduate	34	36.5
Did not complete college	5	5.4
College graduate	26	28.0
Post Graduate	2	2.2
Course Priority		
Yes	78	83.9
No	15	16.1

Academic Profile

English grade in senior high school. The grade was their last English grade at the third grade level. It shows their English competence during senior high school. Based on the result as shown in Table 2, mostly students' grade in English during senior high school were excellent (69.89%), while 17.2 got very good and 10.75 were good.

This indicates that these students were knowledgeable about English and they have good background of English as well. Having good English background, they assumed that they could follow the English subjects at the higher level of education as in college so they selected English as major.

Table 2. English average grade of student respondents in senior high school

PARAMETER	FREQUENCY (n = 93)	PERCENT	STATUS
English Average Grade			
Excellent	65	69.89	Pass
Very good	16	17.2	Pass
Good	10	10.75	Pass
Fair	2	2.15	Pass

Types of admission taken. Table 3 shows that majority (58.1%) of them were admitted through National Admission Test (NAT) followed by 32.3% who passed the Regional Admission Test (RAT). Those who did not take any tests were only nine. This result revealed that only few students were accepted as the English students based on their high school scores. Majority of them were accepted at English Education Study Program based on their performance in the NAT and RAT.

Table 3. Types of admission taken by student respondents

PARAMETER	FREQUENCY (n=93)	PERCENT
No – Test (Invitation)	9	9.7
Regional Admission Test	30	32.3
National Admission Test	54	58.1
Total	93	100.0

Extra/co-curricular activities. In this study, majority of the participants (51.61%) were not involved in any extra/co-curricular activities neither inside nor outside the college (see Table 4). This condition could be because of students' lack of motivation and self confidence to get involved in those activities.

Of those involved in extra-curricular activities, 37.8 percent were involved in theater arts like acting, performing arts, followed by 26.7 percent involved in literary activities such as poem, declamation, oration, and other public speaking activities. Seven were involved in campus journalism, and eight students join English camp. Other students were involved in other activities such as "Independent Community of English", teaching at English courses, contributors in International Internet Forum Community, news presenters on radio, speaking club, and Musical group of UNJA, etc. The least preferred was English debate (11.11%). This finding confirmed that these students were more likely fond of fun activities; in addition, to have fun they also can learn and practice their English. It was found that English debate was the least preferred by students probably because it is serious activity which needs thought and knowledge about the certain issues being debated upon.

Table 4. Extra/co-curricular engaged by student respondents

PARAMETER	FREQUENCY (n=93)	PERCENT
Involved	45	48.39
Not Involved	48	51.61
Extra/co-curricular Activities Engaged in*		
Literary (poem, declamation, oration, etc)	12	26.7
Campus Journalism (news writing, wall magazine, etc)	7	15.6
Theater Arts (Acting, performing, etc)	17	37.8
Debate	5	11.11
English camp	8	17.8
Others	12	26.7

***Multiple responses

Availability of Educational Resources

Educational media facilities at home. Table 5 presents educational media facilities available at homes. Most common resources available according to the students were dictionary (98.9%), textbook and computer/laptop (93.5%), and TV (92.5%). This result was in accordance with what was expected since English is their

major. They need dictionaries to look for meanings of words for better comprehension. Aside from this, needs for textbooks also play important roles for students since they are commonly used and recommended by lecturers.

Availability of computer/laptop in most students' homes indicates that they mostly come from family that can afford those things. Results also revealed that they realize the importance of technology. This is also supported by availability of other media facilities in most homes.

Presence of TV in most homes (92.5%) suggests that people now have the habit of watching everything instead of reading. In fact, people see news live from the newsroom.

Least available materials in students' homes are internet connection and radio (71.0%). This fact revealed that in Indonesia, installation of internet connection is still very expensive. That may be the reason why only 71% of students have this facility at home although 93.5% have laptops or computers. Meanwhile, radio as commonly people know it is no longer a luxury this time, but least owned. This indicates that radio is not interesting anymore, though it is not expensive.

These findings on facilities in students' homes imply parents' concern on students' mastery of English language. This concern is shown by their generous provision of facilities at home. Similarly, this may also suggest that parents of students have good economic status. This confirmed the findings of Worancha (2000) who showed that exposure to educational resources at home are attributed to parents' higher level of education.

Table 5. Educational media facilities available at home

ENGLISH MEDIA FACILITIES*	FREQUENCY (N=93)	PERCENT
Dictionary	92	98.9
Textbook	87	93.5
Magazines	74	79.6
Novels/short story books	68	73.1
TV	86	92.5
Radio	66	71.0
Computer/Laptop	87	93.5
Internet connection	66	71.0

*****Multiple responses

Students' Academic Performance

Academic performances of students were grades in pre-requisite English subjects that related to English skills and English cumulative grade point averages. The Pre-requisite English subjects were Grammar, Listening, Reading, Speaking, and Writing. These subjects were chosen because they are basic English and skill subjects. If students master these five subjects, it would be easy for them to apply English daily especially in the following English subjects during their study, to write their bachelor

thesis, and to conduct practice teaching. Tthey also can teach well since the materials in junior and senior high schools are about grammar, listening, reading, speaking, and writing. All students must take these subjects. These subjects are offered from level I to level IV every semester. If student fails in level I at first semester, he/she may not take level II at the second semester, unless he/she retake that subject and passes at the next year, and so forth.

Grades in Pre-Requisite English Subjects

Overall, results found that the highest grades among these five courses was reading subject with $\bar{X}$ = 3.31, followed by speaking ($\bar{X}$ = 3.25). Listening and grammar courses were had the same mean rate ($\bar{X}$ = 3.00) equivalent to very good. While writing had the lowest mean rate ($\bar{X}$ = 2.89). Among all of the courses, only writing was under category "good" while others were under category " very good" (See Table 10). This could be because for many English learners, learning to write fluently in English is much more challenging and more difficult than learning to speak fluently. Because, in writing, they need to consider the grammatical factors as well as dictions, how to organize ideas, etc. While in Reading, it is just a matter of comprehending the material that was read. Speaking allows for 'mistakes' as long as the locutor and the interlocutor understand each other. Reading was rated highest because it is the easiest among the other four English skills.

This result also revealed that students' English academic performance still needed more practice and improvement in order to attain the better achievement.

Table 10. The overall mean of five pre-requisite English subjects' grades from Level I-IV

SUBJECTS	OVERALL MEAN	SD
Grammar	3.00	.66
Listening	3.00	.63
Reading	3.31	.39
Speaking	3.25	.38
Writing	2.89	.53

Numerical Description (ND)

3.5 above = Excellent
3.0 – 3.4 = very good
2.5 – 2.9 = good
2.0 – 2.4 = fair
1.9 below = poor

Students' English Cumulative Grade Point Averages (ECGPAs)

Table 11 presents the English Cumulative Grade Point Average of the English students, Universitas Jambi. The biggest number (41.93%) was under category "good" followed by 36.56 percent under category "very good" and only 15.05 percent was under category "excellent". Five (5.38%) had a grade equivalent to fair while one student had grade equivalent to poor. Since ECGPAs measure their academic performance, especially in English subjects, so, the six students who's ECGPAs are under category fair and poor indicate that they still need to improve their grades. This

result could be because of their lack of motivation to learn English and not having good background of English.

Table 11. English Cumulative Grade Point Average (ECGPA) of English students.

ECGPA	FREQUENCY (N= 93)	PERCENT
3.5 above	14	15.05
3.0-3.4	34	36.56
2.5-2.9	39	41.39
2.0-2.4	5	5.38
1.9 below	1	1.08

Numerical description

3.5 above = Excellent
3.0 – 3.4 = very good
2.5 – 2.9 = good
2.0 – 2.4 = fair
1.9 below = poor

Relationship between Students' Factors and English Academic Performance

Table 12 shows relationship between student factors and English academic performance in five pre-requisite subjects (grammar, listening, reading, speaking, and writing) and English Cumulative Grade Point Averages (CGPAs). Pearson product-moment coefficient correlation was used. There were students' factors found highly significantly correlated to English CGPAs. Namely, English grade in senior high school (r =. 384), extracurricular and co-curricular activities engaged in (r = .367), educational facilities at home (r = .204) and frequency of reading textbook (r= .227) and magazine (r= .294). As a result, the null hypothesis of no relationship between the student factors and English academic performance was rejected.

These findings revealed that the higher English grade in high school, more resources and more involvement in extracurricular/co-curricular activities, the higher the academic performance of students.

English grade in high school was one of the factors correlated with academic performance of students. This makes sense because those who have good background of English will be easy to understand and absorb materials taught.

It has been generally assumed that participation in extracurricular activities has positive impact on retention. However, many also believe that these activities may actually affect student performance in negative manner due to conflicting time requirements and competing schedules, even if they do in fact enhance student persistence (Shiveley and Wang, 2009). Nevertheless, this study revealed that there is highly positive correlation between extra/co-curricular involvements with their academic performance. It can be said that those who have high ECGPAs tend to get involved in extra/co-curricular activities. This concurred with the findings of Fung's and Wong's study (1991) on Hong Kong secondary school students, which revealed that involvement in extracurricular activities was positively related to academic performance, personality, and peer acceptance.

It was also found in this research that educational facilities at home are significantly related to academic achievement in this case, ECGPAs of students. This is in conformity with the previous study of Oluremi and Olubukola (2012) who found out

that facilities have great impact on academic performances of students and inadequate facilities translate to poor performance.

In Grammar subject, it was found that there were three factors that were highly significantly correlated with the subject, namely; English grade in high school (r=.315), educational resource at home (r=.284) and use of computer (r=.281).

It implies that English grade in high school plays important role in Grammar subject in college because during high school, students were already taught basic grammar of English. So, when they go to college, Grammar subject would not be a big problem anymore for them since they have enough basic knowledge of it.

Educational resources at home and use of computer were also significantly correlated in grammar subject. It means that computers which are also included as one of educational resources helped students save time, have more practices and made learning more interesting. For instance, using "Microsoft Word" and "Spelling and Grammar Check" helped them in their writing especially in grammar skills.

For listening, among the student factors, only one factor significantly related with the subject, that was, frequency of using computer/laptop (r= .232). It implies that using computer on his/her own can improve students' listening skill because it is much more interesting than listening through cassette tapes. In computer, it not only listening to the voice but also there is a combination of picture, text and sound. This would make students easily attracted and motivated to pay attention to it. As Ehsani et al. (1998) emphasized that by combining sound, vision, text, video and animation, this self-paced interactive learning environments create much more educative and creative classroom environments.

Table 12. Relationship between student factors and five pre-requisite subjects (Grammar, Listening, Reading, Speaking, and Writing) and ECGPAs

Variable	Grammar	Listening	Reading	Speaking	Writing	ECGPA
Sex	.093	-.151	-.095	.027	.361**	.092
High school type	-.187	-.163	-.060	-.187	-.074	-.176
Father educational attainment	.108	.100	.084	.231*	.046	.109
Mother educational attainment	.061	.027	-.081	.111	-.015	.020
High school English grade average	.315**	.157	.291**	.416**	.122	.384**
Extra/co-curricular activities engaged in	.203	.198	.116	.449**	.221*	.367**
Educational resources at home	.284**	.169	.087	.281**	.237*	.204*

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

In Reading subject, English grade in high school and use of computer showed highly significant correlation with reading (r=.291, and r= .281), respectively, and use of dictionary (r= .217) and magazine (r=.283) also significantly correlated with the subject. These results imply that the more students read, the more vocabulary words they have and it is easy for them to understand what they read. Aside of printed material, use of computer also correlated with reading skill because stories accessed thru computer can generally be both read and heard. Research has shown that hearing words while seeing the text produces positive results in terms of comprehension and word decoding skills. Audio feedback is especially helpful on those words that may be daunting to attempt to sound out. Several commercial electronic storybooks allow students to hear words in isolation and repeat sections of text as often as needed. Interactive multimedia tools (computer) can spark students' imaginations and engage their interest as they become better readers (Bonnie.D, 2000).

In Speaking, three factors were found highly significant with the grade in the subject, namely; English grades in high school (r=.416), extra/co-curricular involvement (r=.449), and educational resources at home (r=.281). Also, two factors were found significantly correlated with the subject, they were father educational attainment (r=.231) and use of computer at home (r=.215). From these factors, it could be said that for speaking skill, a person could not develop skill in speaking English only by practicing, but in combination of English knowledge background and availability of educational media facilities at home, especially computer. Aside from these, fathers' educational attainment also plays an important role in students' speaking ability. Because, if they have someone to talk with in English at home, it would make their speaking skill better.

In terms of sex, this study revealed that women perform better in writing compared to men and there are more women than men. Sex has highly significant r=.361 correlation with writing subject. Likewise extra/co-curricular (r=.221) and educational resources at home (.237) were also found significantly correlated with Writing subject. Also, women are usually more diligent during teaching and learning processes. This finding conforms to the previous study which tells that in writing, women are better than men. Morris (1998) studied gender differences in ESL writing at a junior college in Quebec, Canada, and revealed that women ESL writers tended to outperform men because their essays "showed much higher level of adherence to guidelines than the men's, and the evaluation grid richly rewarded this adherence". In writing assessment, students' writing performance has been claimed to vary with gender (Pajares and Valiente, 2001). Generally speaking, it is part of the common wisdom of the classroom that female students tend to write better than male (Kirby et al., 1988).

Other student factors (school type and Mother educational attainment) did not show any relationship with performance in English. This non-significant relationship confirmed previous findings. Agcaoili (1993) found out that type of secondary schools students graduated from was not significantly related to the academic performance of senior students. Similarly, Agustin (1991) and Perlas (1990) noted that parents' educational attainment was not significantly related to respondents' academic performance.

CONCLUSIONS

In the light of the salient findings of this study, the following conclusions were drawn:

1. Most of English students, FKIP, Universitas Jambi were female, coming from public schools located at Jambi city, whose parents are mostly secondary graduates. English major was their first choice.
2. Their English grades during high school were excellent and were accepted in the university through National Admission Test. Majority were not involved in extra/co-curricular activities.
3. English dictionary, textbook and computer/laptop were resources most available at home.
4. English grades in senior high school, extra-curricular and co-curricular activities engaged in, and educational facilities at home were the student factors which were highly correlated to English CGPAs.

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TECHNIQUES FOR DESIGNING CLASSROOM ENGLISH SPEAKING PERFORMANCE

HURIYAH
State Institute For Islamic Studies Syekh Nurjati Cirebon
61.huriyah@gmail.com

ABSTRACT

Speaking is considered as the most difficult skill of four language skills, namely listening, speaking, reading and writing. Listening and reading belong to receptive skill, while speaking and writing belong to productive skill. Since speaking ability becomes a main goal of English learning, i.e., to develop communicative competence, teachers have to teach English in serious preparation in order to the students be able to communicate in English orally. There are some techniques for designing classroom speaking performance that will be explained as follows : technique should cover the activity from language based focus into massage based focus ; technique should be able to intrinstically motivating ; technique should encourage the use of authentic language in meaningful context; technique should give opportunities to initiate oral communication; technique should integrate between speaking with listening material; and technique should encourage the development of speaking strategies. Beside the techniques above, teachers also should provide the classroom English speaking activities with some strategies such as acting from a script; communication game; discussion; prepared talks; quesionnaires; and role play

INTRODUCTION

There are four language skills that should be mastered by learners in learning English language. Among the four language skills, i.e., listening, speaking, reading, and writing, speaking is an abservable skill. This is because the ability to use English in daily communication is the indicator that someone has mastered the language (Larsen Freeman, 1986 : 133). That is why, to the most learners mastering the art of speaking is the single most important aspect of learning English as a foreign language and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991 : 39).

In learning English speaking, there are many errors made by learners, especially errors in using grammar, vocabulary and in pronunciation. Relation to this, Nation and Newton (2009) states that there are kinds of problem that English foreign language learners face in relation to speaking. In terms of linguistic, the learners feel that they do not have such adequate vocabulary and control of grammar, and the lack fluency when they speak English in the class. Then in terms of personality problems, the learners have less self confidence or motivation. Teaching English speaking is not as easy as to imagine, problems always occur. Some errors made by the learners in pronunciation, grammatical accuracy, vocabulary, fluency and interactive communication (Cahyono and Widiati, 2006). Thus, it can generally be understood that teaching English speaking successfully, teacher should provide some techniques for designing classroom speaking performance as the writer will discuss in this paper.

DISCUSSION

THE NATURE OF SPEAKING

In this part, it will be explained about the nature of speaking. Speaking is one of the important skills that the learners have to do well. Especially, when they use English as a means of communication. Jones (as quoted by Eviyanti, 2008 : 56). States that speaking is a form of communication, so it is important that you say is conveyed in the most effective way. How do you say that something can be as important as what you say in getting your meaning across. Its meaning that speaking activity doesn't tell about what will be spoken, but it explains about the goal of speaking in order to the listenenr be able to undertand the content of speaking. Speaking activity is considered as " taking and giving activity". Its meaning that speaker gives ideas to the interlocutor and takes ideas from interlocutor.

Speaking is "the process of building and sharing through the use of verbal and non verbal symbols, in a variety of contexts" (Chaney, 1998 :13). The word variety has correlation with sosiolinguistics that it is term referring to language in context (Holmes,1992 : 9). A variety is a set of linguitic forms used under specific sosial circumtances , i.e., with a distinctive social distribution. Variety is therefore a broad term which includes different accents, different linguistic styles, different dialects and even different languages which contrast with each other for social reasons. While context here means with the place where the language is used. Relation to this, florez (as quoted by Bailey,2005 :2). States that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its

meaning that when someone speaks something to other people has intended meaning or sharing new information.

Speaking is a skill which deserves attention every bit as much as literacy skills. Learners have to be able to speak with confidence and motivation in order to carry out the most basic transactions (Bygate,1987:1). Krashen and Terrel (in Hadley,1993 : 51) state in the affective filter hypothesis. The hypothesis states that comprehensible input can have its effect on acquisition, only when affective conditions are optimal as follows : 1) the acquirer is motivated. 2) the learner has self confidence and good self image ; 3) learner level anxiety is low.

Speaking skill consists of some elements of language. Murcia (2011 :104) mentioned that there are four elements of speaking based on communicative language teaching. The theory of commucative competence, prosess that ability to communicate in a laguange comprises four dimensions, they are as follows : 1) grammatical conpetence (including rules of phonology, orthography, vocabulary, word formation, and sentence formation); 2) sociolinguistic competence (rules for the expression and understanding of appropriate social meanings and grammatical forms in different contexts; 3) discourse competence (rules of both cohesion – how sentence elements are tied together via reference, repetition, synonymy, etc, and coherence how texts are constructed ; 4) strategig competence (a repertoire of compensatory strategies that help with a variety of commucation difficulties).

Based on the meaning of speaking as explained above, it can generally be understood that speaking is a process of negoziating of intended meaning or sharing new information or expressing feelings, thoughts or desires to other people with using verbal language in communication/interaction with different contexts. In increasing English speaking skill, someone should understand about the elearnes of speaking or someone should master four competences in order to the listeners understand what is speaking. Grammatical, sociolinguistic, discourse and stategic competences.

TECHNIQUES FOR DESIGNING CLASSROOM SPEAKING PERFORMANCE

Before going on to discuss about the nature of technique, it will be explained detailly about the meaning of approach and method, because approach and method has correlation with technique. Techniques carry out a method which consistent with approach. According to Anthony's concept (in Richards and Rodgers, 1986 :15), an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural. While a technique can be defined as implementational. That which actually takes place in classroom. It is a particular trick, stategem or contrivance used to accomplish an immediate objective. Based on explanation above, it can generally be concluded that techniques must be consistent with a method, and therefore in harmony with an approach as well. Technique is the level at which classroom procedures are described. Here are some techniques (Brown, 2007) for designing classroom speaking performance as follows :

Techniques that implemented in the classroom should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

In the process of teaching and learning which emphasizes in interactive language teaching, it will be easily for teacher to slip into a pattern of providing interactive activities that don't capitalize on grammatical pointers or pronunciation tips. When teacher does a jigsaw group technique, play a game, or discussion to solve the problems, make sure that the tasks of teacher include techniques how to design to help students to perceive and use the building blocks of language. At the same time, teacher can use repetition drills for getting up the students from sleepy and become any drilling in speaking teaching and learning process as meaningful activities as possible.

The techniques should be able to be intrinstically motivation.

Intrinstic motivation is clearly superior to extrinsic. According to hierarchy of needs that students should be ultimately motivated to achieve self actualization, self esteem and fulfillment (Maslow in Santrock, 1997). The techniques that used in teaching and learning speaking process to appeal to students ultimate goals and interests, to their need for knowledge, for status, for achieving competence, autonomy, and for "being all that they can be". Even in those techniques that don't send student into ecstasy, help them to see how the activity will benefit them. Many times students don't know why we ask them to do certain things; it usually pays to tell them why. (Brown, 2007). Therefore, in teaching and learning speaking, teacher should always give motivation to the students and build up students self confidence. Krashen and Terrel (in Hadley, 1993) stated that students who have certain motivation, have high self confidence and their anxiety is low, they will be more successful in learning speaking than who have low motivation, low self confidence and high anxiety.

Techniques should encourage the use of authentic language in meaningful context.

In teaching and learning speaking with providing authentic contexts and meaningful interaction, it will take energy and creativity, but with help of quite a store house of teacher resource material now it can be done. Even drills can be structured to provide a since of authenticity (Brown, 2007). So, teacher in this theme should allow the students to learn with playing, asking, discussing doing the meaningful something, and motivating them to become learning activity with authentic language in meaningful context to be enjoyable experience. Learner wants to learn if learner sees learning activity as enjoyable experience (Hutchinson & Walters, 1994).

Techniques should provide appropriate feedback and correction.

In most EFL situations, more particularly in teaching and learning English speaking, students become nervous and embrassed when asked to speak English. They discourage to speak English, because they are afraid of making grammatical mistakes when they utter sentences in English. When teacher asks questions, no body responds and just keep silent. It can be understood that students are totally dependent on the teacher for useful linguistic feedback.

Techniques should give students opportunities to initiate oral communication

Teacher should be responsible for giving students opportunities to initiate oral communication. According to the competency based curriculum which was issued by

the Indonesian Ministry of National Education reflects that the goal of English learning in Indonesia is to develop communicative competence and enable the students be able to communicate in English orally and in writing (BSNP, 2006). Communicating here means to understand and to express information, thoughts, feelings and develop science, technology, and culture. Ability to communicate is the ability to understand or to produce spoken text or written text to be realized in the four language skills, namely listening, speaking, reading, and writing. The four language skills are used to respond or to create a discourse in public life, therefore, a good deal of typical classroom interaction is characterized by teacher initiation of language. Teacher asks questions, gives directions, provides information, and students have been conditioned only to "speak when spoken to". Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversations, and to change the subject (Brown, 2007). Teacher allows the students to initiate language as teacher designs and uses speaking techniques.

Techniques should capitalize on the natural link between speaking and listening

In teaching and learning English speaking, teacher should be able to integrate these two skills, i.e., speaking and listening. The teacher is perhaps focusing on speaking goals and listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension. (Brown, 2007).

Techniques should encourage the development of speaking strategies

Teacher has many tasks, not only transfer the knowledge, values and character building, but also teacher should be able to choose and use the best strategies in order to the teaching and learning process can give meaningful something for students, so, in the classroom activity, teacher should be able to make students become a ware of and have a chance to practice such as strategies mentioned by (Brown, 2007) as follows : 1) asking for classification (what?) ; 2) asking someone to repeat something; 3) using fillers (uh. I mean, well) in order to gain time to process ; 4) using conversation cues (uh, huh, right, yeah, okay, hm) ; 5) getting someone's attention (hey, say, so) ; 6) using paraphrases for structures one cant's produce ; 7) appealing for assistance from the interlocutor (to get a word or phrase, for example) ; 8) using formulaic expressions (at the survival stage) ; and 9) using mime and nonverbal expressions to convey meaning.

TYPES OF DESIGNING CLASSROOM SPEAKING PERFORMANCE

There are many types of classroom speaking performance that have correlation with developing of speaking skills as follows. (Brown, 2007)

Imitative

Teacher can teach English speaking drill through imitation. Students can imitate what teacher says or what teacher reads the language in the classroom, because imitation focuses on some particular element of language form. The process of imitation can be done by teacher through drilling and repetation. Drills give an opportunity for students to listen or to orally repeat certain strings of language that may pose some linguistic difficulty either phonological or grammatical. Drills offer limited practice through repetation (Brown, 2007). Drills also can help students to establish certain psychomotor patterns and to associate selected grammatical forms with their appropriate

context. There are some useful guidelines for successful drills (Brown, 2007) as follows :

- Keep them short (a few minutes of class hour only)
- Keep them simple (preferably just one point at a time)
- Keep them "snoopy)
- Make sure students know why they are doing the drill.
- Limit them to phonology or grammar points
- Make sure they ultimately lead to communicative goals
- Don't over use them

Based on the explanation above, it can generally be understood that imitative or drilling can be used by teacher to increase and or to develop students English speaking performance.

Intensive

Intensive speaking is very importance to develop students English speaking skill. Intensive speaking can be used by teachers to practice some phonological or grammatical aspect of language. Intensive speaking can be form of some pair work activity where learners are "going over certain form of language".

Responsive

Responsive is a part of a good deal of student speech in the classroom : short replies to teacher or students. Initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic. For example :

Teacher : How are you today, Ana ?
Student : Very well, thank you, and you ?

Teacher : What is your name ?
Student : My name is Anton.

Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or extended form of responsive language. In this theme, teacher can divide students into small group or pair work activity to make dialogue. The topic of dialogue or conversation from students language level and simple language that used to students in daily communication. For example :

Teacher : What is your name ?
Student : My name is Anton.
Teacher : Where are you from ?
Student : I am from Bandung.
Teacher : How old are you ?
Student : I am seventeen years old.

The conversation that has written should be a part of group work activity.

Interpersonal (dialogue)

The other form of conversation that mentioned above was interpersonal dialogue carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. These conversations can involve some or all of

the following factors : a casual register, colloquial language, emotionally charged language, slang, etc (Brown, 2007).

Extensive (monologue)

Finally, the students at advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this part, teacher can use strategy such as observation, problem based learning, discussion and demontration for developing students English speaking performance at advance levels.

TEACHING ENGLISH SPEAKING THROUGH CLASSROOM ACTIVITIES

Teaching English speaking is sometimes considered as a simple proccess, but many teachers feel that teaching English speaking is not easy task and bored activity. Learners sometimes have problems in learning English speaking. There are a number of reasons why the learners have problems in English speaking, especially with the tasks of communication activities. Developing of English foreign language learners speaking performance relates not only to their linguistic and personality factors, but also to the types of classroom tasks provided by the teachers with regard to those thoughts (Widiati and Cahyono, 2006).

Harmer (2007) states that there are a number of ways in which teacher can help the learners find English speaking easy. Firstly, teacher needs to match the task, he/she asks the learners to perform with their language level. This means ensuring that they have the minimum language they would need to perform such a task. Secondly, teacher needs to ensure that there is a purpose to the tasks, and the learners are a ware of this. Thirdly, teacher needs to assess the problems cased by the language they need and the difficultlies which the topic might create.

Teacher should also remember that learners who are not used to speaking spontaneously need to be helped cultivate such habits. Teacher should not expect instan fluency and creativity, instead they should build up student confidence 'bit by bit', giving them restricted tasks first before prompting them to be more and more spontaneous later (Harner, 2007).

In teaching English speaking, the teacher also should allow the learners to study with playing, asking, discussing, doing the meaningful something and motivating tem to become learning activity to be enjoyable experience (Hutchinson & Walters, 1994). If the learner asked to answer the question, to do discussion and observation, students brain will work better, so the proccess of teaching English speaking will be better too (Silberman, 1996).

Relation to this, Harmer (2007) states that there are three basic reasons why it is a good idea to give learner speaking tasks that provoke them to use all aspects of language at their command. They are rehearsal which is used to give them chance to rehearse out side the classroom. Feed back which is used to provide feed back for both teacher and students; and engagement which is used in accordance that good speaking activities could and should be highly motivating. Thus, is all of the learners are motivated and participating fully and the teacher has to set up the activity properly, they will get tremendous satisfication. Kay (2006) states that there are some principles for teaching English speaking as follows: teacher should be aware of differences between second language and foreign language learning contexts, teacher should give student practice with both fluency and accuracy, and the teacher also should provide

oppurtunities for student to talk with using group work or pair work, and limiting teacher talk.

For developing English speaking performance, teacher should provides classroom activities. Classroom activities will be discussed in this session as Harmer (2007) mentioned are as follows :

Acting from a script

Teacher can create the supportive atmosphere in the classroom. He/she can ask students to act from plays or sometimes from filming the results. Students will often act out dialogue they have written themselves. This frequently involves the students in coming out to the front of the class. The teacher needs to give students time to rehearse their dialogues before they are asked to perform them. Where the whole class is working on the same dialogue, we can go through the script as if we were theatre directors, drawing attention to appropriate stress, intonation, and speed. By giving students practice in these things before they give their final performance, the teacher ensures that acting out is both a learning and a language producing activity (Harmer, 2002).

Communication games

Game can be used by teacher to develop students speaking skill which are designed to provoke communication between students frequently depend on an information gap. This is based on what happens in the real life. Information gap is when two people communicate naturally , each would like to know something that has not been known from the other (Harmer, 2002). So that one student has to talk a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.

Discussion

Discussion can help students to increase and develop English speaking skills. Discussion gives students opportunities to give an opinion in front of the class, especially, if they can not think of anything to say and are not, any way, confident of the language the students might use to say it. Many students feel extremely exposed in discussion situations.

Prepared talks

Prepared talks can also be used by teacher for increasing English speaking performance. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners. Prepared talk where a student makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they are prepared. However if possible, students should speak from notes rather than from script. The developments of the talk, from original ideas to finished work, will be of vital importance (Harmer, 2002).

Questionnaires

In this part, teacher can order to the students to make questionnaires. Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design

questionnaires on any topic that is appropriate. As students do, so the teacher can act as a resource, helping them in the design process.

Role plays

For developing students English speaking performance, teacher can use role plays as a strategy. Role plays minimally involve 1) giving a role to one or more members of a group and 2) assigning a purpose that participants must accomplish. In pairs, for instance, learner A is an employer; learner B is a prospective employee; the objective is for A to interview B. In groups, similar dual roles could be assumed with assignments to others in the group to watch for certain grammatical or discourse elements as the rules are acted out.

CONCLUSION

To be successful in teaching English speaking teacher should allow the students to learn with playing, asking the question, discussing the topic, and motivating them to become learning as an enjoyable experience. Teacher also should build up students self confidence.

There are some techniques for designing classroom English speaking performance in order to the students be able to communicate in English orally. The techniques are as followa: The technique should cover the activity from language based focus into message based focus ; it should be able to intrinstically motivating ; it should encourage the use authentic language in meaningful contexts; it should give opportunities to initiate oral communication ; it should integrate between speaking with listening material ; and it should encourage the development of speaking strategies. Based on the techniques above, teacher would be better if he/she provides classroom speaking activities, for example : acting from a script, communication games, discussion, prepared talks, questionnaires , and role play. Teacher also should provide types of designing classroom speaking performance such as imitative, intensive, responsive, transactional, interpersonal, and extensive or monologue.

If the teacher uses some techniques and types of designing classroom speaking performance, and also provide the classroom English speaking activities in the classroom, the students English speaking ability will develop.

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AN INVESTIGATION OF IDENTITY ISSUES IN AN EFL TEXTBOOK FOR JUNIOR HIGH SCHOOL/MTS STUDENTS: A SOCIO-CULTURAL PERSPECTIVE

ALEK
alek@uinjkt.ac.id
Syarif Hidayatullah State Islamic University, Jakarta

ABSTRACT

Indonesia as a multicultural country has special characteristics compared to other countries in the world. Besides as a multicultural country, Indonesia also known as a country which actively used more or less 300 local languages by its community which are stretched since the western part to the easiest part of Indonesia. English as one of a foreign language which is compulsory taught in national curriculums. The need for English textbooks governed by the government through a special board, namely National Board of Educational Standard (BSNP) or now is well-known 'Pusat Perbukuan Nasional.' This board has a specific task that is to arrange since preparation for writing up to mandating the textbooks of which are regarded or recommended to be used in the schools based on its levels. The contents of the textbooks were also assessed and evaluated accurately by the National Board of Educational Standard (BSNP) in order to ensure that those textbooks have met the standard made. The objectives of this research were to investigate and describe clearly about the identity issues which contained in the English textbook used in the Junior High School and Islamic School 'Madrasah Tsanawiah (MTs).' The data source of this research obtained from an English textbook 'English in Focus' which is published by the Department of National Education of Republic of Indonesia. Meanwhile research method applied was content analysis viewed from socio-cultural perspective. This method chosen based on the characteristics of the research which elucidated some issues related to culture and identity issues which occurring within the textbook investigated. Research findings show that cultural representation which are depicted through using names, pictures, symbols, expressions/sentences, and social identities are characterized with some traits, cover: gender, race, and profession which are used unequally and inconstancy among the reading texts and picture illustration. Based on the results, it can be drawn conclusion that identity issues become one of the prominent aspects in writing English textbooks, especially English as a foreign language, in this respect is English textbooks for junior high and high school students. Paying close attention to this respect is meant to enhance the students' awareness of multiculturalism and cross-cultural understanding in order to remain and develop awareness of the sense of equality within the framework of the unitary Republic of Indonesia.

Keywords: *Identity, culture, English, textbooks, and socio-culture*

INTRODUCTION

Indonesia is one of the largest, archipelago, and multicultural country. It has special characteristics compared to other countries in the world. Besides as a multicultural country, Indonesia also known as a country which actively used more or less 300 local languages by its community which are stretched since the western part to the easiest part of Indonesia. English as one of a foreign language which is compulsory taught in national curriculums. The need for English textbooks governed by the government through a special board, namely National Board of Educational Standard (BSNP) or now is well-known 'Pusat Perbukuan Nasional.' This board has specific task that is to arrange since preparation for writing up to mandating the textbooks of which are regarded or recommended to be used in the schools based on its levels. The contents of the textbooks were also assessed and evaluated accurately by the National Board of Educational Standard (BSNP) in order to ensure that those textbooks have met the standard made. The objectives of this research were to investigate and describe clearly about the identity issues which contained in the English textbook used in the Junior High School and Islamic School 'Madrasah Tsanawiah (MTs).'

Developing countries like Indonesia therefore are ever trying seriously to develop their cultural identity not merely as a specific mark to differ from other nations, but also to create a firm identity for all the citizens. In countries, which are coincidently socially very diverse like Indonesia the building up of a national unity has been often ignored. Lack of attention to the diverse character of the society might result into an asymmetry of development, which could hamper the realization of the unity of the nation (M.G. Smith 1960: 763-77, cited in Sudhisantoso). Next, Generally a newly independent society tends to put the development of the political sector as the first priority to foster the national unity and at the same time to wipe out all leftovers of the 'foreign' power. In this context people tend to stress their attention to matters to improve the role of the society in political life and to develop public functions and services

The diversity of language and cultural is one the characteristics can be seen as the cultural identity and the social identify. Besides, language and culture, pattern of thinking, pattern of behavior, life styles, and many other life aspects can characterize the characteristics of any county. Indonesian social context, being composed of diverse cultures, calls for pooling all resources to take measures in creating and sustaining national unity both within and between these spheres. One of the areas that can be of crucial significance in establishing oneness among Indonesians is the fundamental school environment where the future Indonesian politicians, professionals and laborers find identities. The crystallization of such identities, besides the pivotal role of teachers and peers, depends, at least in part, on the textbooks Indonesian young people focus on repeatedly during the classroom practice, follow-up assignments or projects, and preparation for the examination.

One of the primary aspects in developing the sense of unity and self-belonging to his/her country can be seen from the textbooks written by Indonesian authors. In writing the textbooks, the author must have well understood about culture, identity, behaviour, and other aspects which have value-added in educating the young generation. In the line with this respect, the government play a dominant role in governing and developing the textbooks which are used in the schools, both junior high school and senior one.

Investigating on textbooks, basically have been done by a lot of researchers, not only in Indonesia but also in foreign countries. There are many aspects that can be investigated within the textbooks, especially English textbooks. The purpose of writing EFL textbooks not merely to prepare or provide the instructional materials, but also to develop the students' awareness of their cultural identity and social identity. Both cultural and social identities in the textbooks can be investigated through picture illustrations and statements of gender, race, profession (occupation), age, and names, symbols which are contained in EFL textbooks. The investigation was conducted by Yun-Yun Yen (2000) which focussed on two series of contemporary English textbooks—one series from Taiwan EFL and one series from America (ESL) were examined. Content analysis was employed as his research methodology to determine cultural and social representations occurring in reading passages and picture illustrations in the analyzed textbooks.

Furthermore, the older results research have also been conducted by some scholars, as cited in Yun-yun Yen, such as (Francis, 1996; Ihm, 1996; and Lesikin, 1998), in their investigation shown that textbooks typically contain representations of a culture and its social identifications.

Based on some condition and phenomena have been elucidated above, the researcher should address the position of this investigation among other researchers have been conducted related to the EFL textbooks. Perusing scrutiny on previous related studies show that, this investigation objective to describe or investigate an EFL textbook written by non-native speaker of English 'Indonesian authors.' The other distinction is the number of textbooks series and levels of the textbooks. Referring to this respect, this investigation must be continued and hopefully through doing this investigation could give the beneficial results and most important thing is to build sense of awareness of the authors in writing English textbook in the future time.

THEORETICAL FRAMEWORK

The Notion of Identity

Gleason (1983, p. 918) points out that the term identity is relatively new, emerging into social science literature in the 1950s and made popular by the psychoanalyst Erik Erikson. Furthermore, Gleason mentions that most definitions tend to fall into one of two opposing conceptions. In one sense, identity can be called 'intrapsychic' in that it comes from within, is fixed and stable and is what people speak of when they talk about 'who we really are'. A second conception holds that identity can be 'acquire' 'acquired'in that it is a conscious or internalized adoption of socially imposed or socially constructed roles.

In line with the above opinion, the notion of *identity* is a slippery one, often used but rarely defined, varying from one discipline to another, and an on-going subject of academic endeavor. Gee (2009, p. 39) observes critically that "some people… tend to reserve the term 'identity' for a sense of self that is relatively continuous. Ivanic (2008, p. 97) writes that though *identity* is a useful term, since it is the everyday word for people's sense of who they are, it is "misleadingly singular" (1998, p. 11). Accordingly, (gender) identity can be seen as multiple and liquid, and never complete: "the emergence and re-emergence of the self" (Jaworski and Coupland 2009, pp. 412–413).

Related to the identity, Epstein (1998, p. 144) points out that Habermas's (1979, p. 74) discussion of ego identity (as a socialized sense of individuality) makes a useful

mediation point between the two definitions. Meanwhile, Woodward (1997, pp. 1–2) says identity 'gives us an idea of who we are and of how we relate to others and to the world in which we live. Identity marks the ways in which we are the same as others who share that position, and the ways in which we are different from those who do not. Often identity is most clearly marked by difference'. She points out those identities are frequently constructed in terms of oppositions: man/woman, black/white, straight/gay and so on. However, while many people may view identity in terms of binaries, it may also be the case that these binaries are not mutually exclusive, or they exist as gradition or blends. Identity could therefore be said to be composed of composed of a number of (possibly infinite) interacting, internal and external characteristics by which a person can be defined that change over time. At certain points, particular aspects of identity may become foregrounded. For example, Goffman (1963, p. 14) notes that stigmatized identities need to be constantly managed, while Epstein (1998, p. 145) argues that deviant identities are likely to subsume other aspects of identity – all behaviour of people with a stigmatized identity will therefore be seen by others as a product of the stigmatized identity (Paul Baker and Sibonile Ellece (2011, p. 58).

Furthermore, identity can be depicted through any shapes of human or non-human entities. van Leeuwen 2006 as it is cited in Yun-Yun, the participants can be a representation of two contrasting options must display clear identifiable gender of either male or female. Gender in this study is defined as a form of cultural categorization and is signified by means of standard attributes such as dress, hairdo, facial features and so on (van Leeuwen 2008). Gender is a form of social identity; hence, cultural categorization in van Leeuwen's network (2008) is extended to include the feature of social, with gender being one of its subcategories. In line with Leeuwen, Painter & Martin (2010) as cited in the Yun-Yun, described that identity also can be seen from clothes or uniforms, such as school uniform, ethnic identity or relational identity.

Meanwhile, Fairclough's (1992a) the most contribution to the topic of discourse and identity is that he places the construction of identity in the context of changing cultural and institutional values. For any individual consciousness, language is not an abstract system of normative forms but rather a concrete heterogtol conception of the world. All world. All words have a taste of a profession, a genre, a work, a person. Each word tastes of the context and contexts in which it has lived its socially charges life; all words and forms are populated by intentions. (pp. 273—74).

The Notion of Cultural Identity

At a glance, before stepping further, the first thing that would be a simple question is when one reads this subtitle "What is culture?" and "What is cultural identity?" These questions look very naive, but need scrutiny in responding it. First, Galloway (1992) as cited in the Yun Yun Yen (2010) mentioned that cultures are powerful human creation, affording their member a share identity, a cohesive framework for selecting, constructing, and interpreting perception, and for assigning value and meaning. Furthermore Gallwoway asserted that cultures are learned and powerful human creation and support meaning making in a social system. Second, cultural identity all aspects or properties of a person's owned. The aspects meant cover: race, nationality, gender, location, age, sexuality, history, and religious beliefs are put together to form a cultural identity. By combining each of these elements, a theory is created as to why a person acts and behaves the way they do. By bringing all of these elements together, a theory is

formed as to a person's true identity. (http://nobullying.com/cultural-identity/RETIEVED FROM 1/10/2015. 5:12).

There are several examples that are used to identify a person as part of a culture, they are: (1) Belief structure or religion; (2) Dress – Every culture has a particular style of dress (3) Hair – How a person wears their hair can also be an indictor of their cultural identity; (4) Type of foods eaten. Ethnic groups that live along the coast may gain the majority of their nutrients from seafood or shellfish.

Based on the definition and statement above, it can be concluded that cultural identity can include anything that offers testament or validation that a person is associated with a particular group, belief patterns, religion or race, pattern of dressing, pattern of behaves, pattern of thinking, and organization system.

Social Identity

Henri Tajfel (1979) proposed that the groups (e.g. social class, family, football team etc.) which people belonged to were an important source of pride and self-esteem. Groups give us a sense of social identity: a sense of belonging to the social world. In order to increase our self-image we enhance the status of the group to which we belong. For example, England is the best country in the world! We can also increase our self-image by discriminating and holding prejudice views against the out group (the group we don't belong to). For example, the Americans, French etc. are a bunch of losers!

According to Jackson and Smith (1999), social identity can be divided into four dimensions, they are: (1) perception in the context of intergroup. It meant that the relationship of a person in-group with other group; (2) Charm, the effect which is occurred by someone in-group; (3) interrelated belief, norm and value which are resulted by the group member behavior when they effort to reach their goal and share the sameness of belief; and (4) depersonalisation, this dimension meant that someone regarding him/herself as the sample from the social category that can be changed but not a unique person. (Retrieved from http://www.simplypsychology.org/social-identity-theory.html). Meanwhile, social identity is about who is he, included his/her attribute and attribute which is divided to others, such gender and race (Baron & Byrne).

The Role of Textbook

Textbook is a printed and bound artifact for each year or course of study (Encyclopedia of Education, 2008b). They contain facts and ideas around a certain subject. Furthermore, ttextbooks are not like other books. Today, textbooks are assembled more than they are written. They are not usually written by a single author, nor are they a creative and imaginative endeavor. They are, in fact, usually specially made by a corporation to follow a set standard curriculum for a school system or larger organization, such as a province (Encyclopedia of Education, 2008b) (http://courses.educ.ubc.ca/etec.textbooks.html).

The choosing of textbooks which are used in teaching and learning in Indonesia, especially EFL teaxtbook is based on the consideration or curriculum is applied to the sschool. But in the real practice, sometime the school side find any textbooks based on the students' characteristics of the school. This case sometimes become problem for the students when the textbook selected have not or do not qualify as a good textbook. It may be interesting only form of covers being designed in such a way, but judging it likely would not qualify a good textbook. In choosing textbooks, besides the textbooks interesting and quality, Cunningsworth proposed four criteria as follows: (1) the

material that is in accordance with the specified learning objectives; (2) the books corresponding to the language to be learned language learners effectively; (3) a discussion units should match each and give stimulation for English language learners to use English well; and (4) the material must be interconnected between the language of the process, as well as with students as language learners. All three shall be kept together without ignoring one of the three aspects.

More detailed Harmer, (2001, p. 119), explains that there are nine aspects that hould be considered in selecting textbooks; price, availability, appearance and design, methodology, skills, syllabus, topics, stereotypes, and guidelines for teachers.

From a somewhat different opinion between Cunningsworth and Harmer, it can be clearly understood that nothing shall select in determining the origin of the text book which will be used by the learner. Conditions that must be met in selecting textbooks is to consider the following; The text book should have a syllabus, so it can be seen that the goal will be achieved each semester or in the first years of study, the topics discussed, the content of the material in accordance with the topics, methods and approaches in presenting the material clear and practical skills will be controlled by learners, design and arrangement of a sub-topic-rise, an interesting way of presenting the material, the balance between boys and girls that do not lead to conflict, and not misunderstood the concept of difference, there is his guide for teachers and students in using these textbooks, and no less important is the price offered is not too expensive. Thus there are at least eleven aspects that must be met in selecting textbooks to be defined as a textbook that will be used by teachers and students in school.

Socio-cultural Perspective

The sociocultural perspective is a theory used in various fields such as psychology and is used to describe awareness of circumstances surrounding individuals and how their behaviors are affected specifically by their surrounding, social and cultural factors. According to Catherine A. Sanderson (2010) "Socio-cultural perspective: A perspective describing people's behavior and mental processes as shaped in part by their social and/or cultural contact, including race, gender, and nationality." Socio-cultural perspective theory is a broad yet significant aspect in our being. It applies to every sector of our daily lives. How we communicate, understand, relate and cope with one another is partially based on this theory. Our spiritual, mental, physical, emotional, physiological being are all influenced by socio-cultural perspective theory.

Based on the opinion above, it be summed up that a theory can be used for any purposes in any fields of sciences. It is usually used to elucidate all domain surrounding one's behavior in social factor and cultural one.

Research Methodology

The research method of the present investigation was a qualitative method with the content analysis of socio-cultural perspective. The using of this research method was to support the characteristics which investigate the textbooks contents. The qualitative method was assumed in line with the research is going to be conducted. It meant that the purposes, process, and its data covers the social identity and cultural identity which are contained in the English textbook for junior high school/MTs under the title "English in Focus."

In line with the purpose of this investigation is to get information related to the identity issues in an English as foreign language textbook for junior high school/MTs. Bogdan and Biklen (1990, p. 189) states that qualitative content analysis as analytical analysis which covers: (1) discussing data based on the content contained within the texts; (2) obtaining information based on the context; and (3) analyzing content which facing large amount of data.

The time of present investigation was conducted in April to July 2015. The main instrument of this research was the researcher himself. The reason of choosing the researchers as the tool or instrument in obtaining the data of this research based on the characteristics of the research method and data needed.

The data of the present research were written data. The data were taken based on the characteristics which fulfill the standard needed or made in this research. Meanwhile, the standards of data meant of this present research were the principles which underpin obtaining the objectives of the research. Meanwhile, the data source of the present research data were taken from an EFL textbook for junior high school/MTs which are used by the students/teachers.

The data collection procedures of the investigation coverage are as follows: (1) reading the textbook profoundly (skimming and scanning); (4) coding; (5) classifying based on the group or genre of the data classification

Before obtaining the final results of this investigation, there were some stages applied in analyzing the data, the procedures are as follows: (a) Identifying, on this stage will be done a very kick-off activity to identify any possible source and information needed which are related to the data analyzing procedure of the research; (b) Determining, on this second stage will be conducted an important activity. This activity is to make a judgment of all objects that must be investigated; (c) Coding; (d) on this third stage is going to have some activities that making marks on each type of the data. This step will be an important part of the analysis procedure of the present research; (e) Constructing checklist, on this analysis procedure stage will be conducted the classification based on the characteristics and trait of the data; (f) Tabulating, the activity of this stage is to input the data based on the group or typology of the data; (g) Analyzing, on this stage is going to have a main activity concerning to the data that have been proceeded in the previous stages: (h) Interpreting, on this stage will be conducted the most important activity, namely making the meaning of any findings or results. Those finding and results will be compared to other research results which are closest related to the present research results. Furthermore, the research results or finding also be confirmed to those related theories which are in line with or opposite to the findings or research results; and (i) Drawing conclusion, on this last stage, the researchers will have an important thing activity, namely making inference of the each finding. This activity is considered an important stage because through making inference, the results or findings will show and depict clarity and wholeness of the research results and all at once will show the answers of the research questions posed in the previous chapters.

One of the important aspects in conducting a qualitative research is to establish trustworthiness. In establishing trustworthiness for the present research, it follows some procedures outlined by Creswell (2012, p. 214). The throughout trustworthiness procedures of this study are as follows: (1) Triangulation of sources, through this triangulation, the researchers will examine of the consistency of different data sources from within the same method; (2) Theory/perspective triangulation, applying this technique of the present research meant to examine and interpret the data; and (3) Member checking, the applying of this technique to this research is to establish the validity and accurateness of any information or data based on well understood. Next, the using of triangulation in this investigation or research supposed to underpin the finding by showing that independent measures of it agree with it, or, do not contradict it (Miles & Huberman, 1994, p. 266).

Last but not least, as the final of this investigation, it will be drown conclusion and followed by delivering suggestion which is focussed on pedagogical implications.

Finding and Discussion

Cultural Identity/representation

For the identifying cultural representation in EFL textbook was applied to identify and peruse to obtain clear description which are related to the types of cultural identify content of the textbook investigated. The complete description of cultural identity is presented as follows:

Table 1. Public Places of Interest in the Picture of EFL Textbok

Genre	NPP/%	FPP/%
Total	13 =68 .42 %	6=31.58

NPP=National Public Places; FPP=Foreign Public Places

Referring to what Table 1 shows about places of interest which are used as the illustration in EFL textbook for student grade eight. The national public places are more than foreign public places. This respect indicate that choosing national cultural identity is prominent than using foreign cultural identify. In other words, the content of this textbook depicts that the authors want to represent Indonesian cultural identity, because they are Indonesian. It meant that they have a sense of strong nationality.

Table 2. National Taditional Food in the Picture of EFL Textbook

Genre	Foods	Musics	Dance
Total	1	2	2

NTF= nation food FF= Foreign Food

Looking at what Table 2 shows what a limited number of traditional foods found in the EFL textbook for junior high school/MTs student which is written by Indonesian authors. Furthermore, if it is perused at a glance, the content of foreign food is found at all. Meanwhile, National food, in this respect is "rujak". It mentioned two times in this textbook. If it is analyzed from cultural identity, so, as if the authors need not to show the various kinds traditional foods that Indonesian has. Related to this respect Jean S. Phinney defines the identity of a group, culture or an individual, influenced by one's belonging to a group or culture. (Retrieved from: http://www.afs.org. 27/09/2015; 12:15). **Cultural identity is important because it acts as a way to preserve history and provides individuals a place where they feel they belong.** Cultural identity is established when a group of people continually follows the same sets of social norms and behavior as those of earlier generations. An individual's cultural identity is influenced by factors such as ancestry, social class, educational level, family, language, political opinions and profession.

Social Identity/representation

Table 3. Person Figures for Illustration in the Picture of EFL Textbook

Genre	NHF/%	NNHF/%
Total	37 = 80.43	9 =19.57

NPF= National Human Figure NNPF= Non-native Human Figure

Referring to the Table1 above, it can be elucidated that the using person figures in the EFL textbook, especially English for eighth grade student for junior high school which is discussed in this investigated shows that the number of national human figures are dominated by national human figures 80.43% than the foreign human figure is 19.57% as the illustration to support the easiness of the text understanding. Based on this respect, it can be summed up that the authors have made their own or national culture become a

Table 4. National Names of Indonesia and Foreign Names in the Picture of EFL Textbook

Genre	NN/%	FN
Total	25=80.64%	6=19.36%

NNHF=National Names; NNN= foreign Names

Table 4 presents the information which is related to the national names of Indonesia and foreign names which are contained in EFL textbook for grade eighth. The comparison of using national names to the foreign names in the EFL textbook can be interpreted that even though this EFL textbook is a foreign language, they use 80.64%. Meanwhile, the foreign names are 19.36%. The comparing of using both national and foreign names is very different percentage to each other. In other words, the firstness of using national names depict that the national cultural identity use as a means of introducing the students that Indonesia is multicultural country. Irmeli Luoma (2005) states that a person's citizenship of a nation is referred to as national identity. Depending on the person, his or her national identity may be stronger than his or her ethnic or cultural identity, and vice versa. In every country there are regions with which people identify themselves. In some countries regional identities are stronger than the national identity. Regional identities may also carry positive, negative, real or not real generalizations about people living there.

Table 5. Religious Representation in EFL Textbook

Genre	IR/%	NIR/%
Total	1	3

IR=Islamic religion; NIR=Non-Islamic Religion

As seen in the Table 5 above, almost words, phrases, clauses, and sentences only two words which are related to the religious words, namely Christian and Natal (God/Lord). This respect can be understood that this EFL textbook was not written based on the cultural identity or social identity content. However, the authors seems aware that Indonesia is a multicultural county and has more than five religions which embraced by the citizenship of Indonesia.

Table 6. Indonesian Cities/Race and Foreign Cities/Race

Genre	IC/%	NNC/%
Total	23=62.16%	14=27.84

IC=Indonesia Cities; NIC= Non-National Cities

Based on the information in Table 6 which is related to the national cities of Indonesia and foreign cities/towns which are contained in EFL textbook for grade eighth. The comparison of using national cities to foreign cities/races indicates that there are 62.16% for Indonesian cities and 14.27% foreign cities/races. Comparing to the both national and foreign cities/races is somewhat different percentage. Indonesian cities is more used that foreign ones. Related to this condition, Irmeli Luoma (2005) states that a person's citizenship of a nation is referred to as national identity. Depending on the person, his or her national identity may be stronger than his or her ethnic or cultural identity, and vice versa. In every country there are regions with which people identify themselves. In some countries regional identities are stronger than the national identity. Regional identities may also carry positive, negative, real or not real generalizations about people living there.

Conclusion and Suggestion

Based on the findings and discussion, it can be delivered some suggestion go to: books author, school teachers, and stakeholders. For the first suggestion go to book authors, in writing textbooks for the junior high school students book needs pay more attention to the knowledge about aspects which make the student aware to their own culture, because textbook is one of the tool that can be used to teach the student indirectly of the culture identity and social identity that covered their life. *The second*, through understanding social identity, a student or a person will aware that their life more meaningful if they can perceive themselves in relation to others with whom they are communicating, mingling with, and this affects the interpersonal meaning that is conveyed through language; and *the third*, identity issues become one prominent element in writing English textbook, especially English as a foreign language, especially English textbooks for junior high school and high school students. Paying attention to this respect is meant to enhance the students' awareness of multiculturalism and cross-cultural understanding in order to remain and develop awareness of the sense of equality within the framework of the unitary Republic of Indonesia.

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THE ANALYSIS ON CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN LEARNING LANGUAGE OF UNIVERSITY WITH ISLAMIC APPLICATION VALUES

SRI YULIANI, DICKI HARTANTO***

sriyuliani@edu.uir.ac.id / dicki.hartanto@uin-suska.ac.id

**Universitas Islam Riau*

***State Islamic University of Sultan Syarif Kasim Riau*

ABSTRACT

This research was aimed to find out the Islamic Application Values on Islamic University of Riau students of CLIL in learning language. The sample of this research was semester six students of Islamic University of Riau who were taking English for Specififc Purpose (ESP) subject. The total sample was 75 students by using random sampling technique.The design of the research was descriptive research focused on Post equivalent research. The instruments were observation, and interview. The treatment was given for 8 meetings in form of the students' assignment in giving motivation (story, Al-Quran verse, wise words) for about 5 to 7 minutes. From the questionnaires data, the percentage of institutional environment was 70% and was included in middle category. The student's perception was 69% and in middle category, while for moral perception, the percentage was 76,4% in good category. The percentage for spiritual perception was 74,7% and in good category and for positive habits, its percentage was 82,8% and was included in very good category. Based on the result, the data showed that there was significant effect of CLIL on the students outcome. The effect of CLIL was the students were able to apply the Islamic Apllication values in doing practical teaching in fulfilling one of of the compulsory subject to finish their degree program in FKIP UIR. The activities of Islamic application values were delivered during teaching and learning process, formerly delivered before starting the class activities. The effect of Islamic application values influenced the students' life style and behavior. The conclusion was CLIL was a methodological approach particularly suitable for contexts where students learnt content of language through supplementary teaching materials to give Islamic application values of students' life.

Keywords: CLIL, Positive Outcome, Skill Subjects.

INTRODUCTION

1. Background

The goal of every universities in indonesia is preparing the qualified graduation to meet the needs and the demands of a market place. To fulfill this goal, the educators should find the best solution to prepare the qualified human resource especially in English Study Program in UIR. The expected good quality graduation should be achieved the challenging competitiveness in getting job both in national and private companies. Furthermore, there will occur great competitiveness among ASEAN human resource in getting a job. The graduation of university students especially English study Program are prepared to be a qualified worker who occupied with Islamic values to compete among them in obtaining employment.

The goal and objectives to face the current chalenging competition for Islamic University of Riau lead the performance and the graduation students should acquire specific additional skill and competence to show the positive and plus point to hire them to be employees.

The additional skill and competence to show the positive and plus point are designed by the board of institution to give a new colour of teaching and learning especially for English study program in Islamic University of Riau (UIR). The colouring theme shows the different skill and competence which should be equipped to the graduation of English program.

This phenomena intrigued the researcher to find the suitable methodotogy to equip the garduation of English program to have a positive and plus point to be ready to compete with other competitors in getting the jobs.

The researcher tried her methodology by using CLIL (Content and Language Integrated Learning) which has given positive effect to be inserted in the teaching and learning process. During the process of teaching and learning, the positive values especially Islamic Application Values were combined with the content of the language materials.

2. Identification of the Problem

Based on the background above, the researcher identified some problems which occured in the present condition. The identification of the problem were accumulated as follow:

a. The chalanging job requirement for graduation to have a positive input values.
b. The higher competitiveness among graduation from several universities to find the suitable job vacancy.
c. The specific acquiring skill and competence for the graduation to be prepared.

3. Limitation of the Problem

Based on the identification of the problem above, the researcher limited the problem as follow:

"The challenging job requirement for graduation to have a positive input values".

4. Objectives

The objective of this research was that the researcher was courious to find out the new methodology in teaching. The focused objective which the researcher wanted to provide the students with appropriate needs for preparing them to improve the outcome of education. In facing the objective of teaching and learning, the researcher tried to find

the new method of teaching which Content and Language Integrated Learning (CLIL) in learning English in order to prepare them to be a qualified graduation.

THEORITICAL FRAMEWORK

1. CLIL (Content and Language integrated Learning)

> [CLIL] is more learning by construction rather than learning by instruction. (Marsh, 2006)

Marsh (2000) argues that one reason why young kids seem to be so good at acquiring languages is related to naturalness of the environment, and CLIL creates conditions for naturalistic language learning by focusing on meaning and communication and providing great amounts of input (Richards and Rodgers, 2001; Muñoz, 2002a): CLIL is seen as "an opportunity for importing an element of learning the language in the street into formal education" (Dalton-Puffer and Smit, 2007: 8). Moreover, learners soon forget about the language and only focus on the topic (Marsh, 2000). In CLIL approaches, the content is the leading principle, which is in line with the assumption that language learning should involve meaningful, contextualized material, and that information acquisition is the first priority (Richards and Rodgers, 2001).

Thus, CLIL opposes traditional approaches, in which was the first priority of the curriculum, since it promotes implicit, incidental learning (Marsh, 2000; Muñoz, 2002a). According to Marsh (2000), this natural use of language can format motivation and a positive attitude towards learning languages, and appears to be one of the keys for CLIL's success in relation to language and content subject learning.CLIL is a dual-focussed teaching and learning approach in which the first language (L1) and an additional language or two are used for promoting both content mastery and language acquisition to pre-defined levels' (Maljers, Marsh, Wolf, Genesee, Frigols-Martin, Mehisto, 2010). Lesson objectives are therefore about content and language that will enable learning of the content.

In regards to the characteristics of this new educational approach, with respect to the development and acquisition of a foreign language, studies on CLIL methodology in some forms of bilingual education, have helped define those features that determine successful learning, optimizing its potential beyond linguistic achievement (Marsh and Langé, 2000; Marsh and Frigols, 2007; Maljers,Marsh, Mehisto, Wolff, Genesee and Frigols 2010).

Since CLIL shares the main elements of what is understood to be the acquisition of a second or foreign language: *exposure to information , processing of meaning, form processing and language production* (Skehan, 1998), we should mention in the first place Krashen (1985), whose Input Hypothesis was based on the idea that one of the requirements for students to acquire languages was the exposure to understandable and abundant input; a core characteristic of the CLIL methodology. since it makes use of curriculum content to develop the second or foreign language, thus, providing a lesson rich in input.

Skehan (1998), also states that students tend to process first the information they consider relevant and which is understood, activating then, the long-term memory. This is also another feature of this new approach, which is known for offering a real purpose for language use in the context of the class. With regards to students' language production, Swain and Lapkin (1995) framed the Output.

The views of Grabe and Stoller (1997), the natural acquisition of language in the CLIL methodology, allows students to develop thinking skills, such as organization,

analysis and generation of ideas as well as discursive competence. Always according to the same authors, this approach increases student´s motivation because it presents the information in a consistent manner and in a real context of use, a factor that contributes to an increase of processing, which leads eventually to better learning.

Bearing in mind Grenfell and Hardy (2002), the future of modern language teaching in schools, aims at integrating language learning within the broader curriculum rather than alongside them bringing the aspect of language to the forefront of the teaching of any subject, which is why CLIL can be considered a catalyst in education. As noted by Coyle (2008), a curriculum based on CLIL methodology has its foundations in the four Cs: *content, communication, cognition and culture.* These four components must be integrated and not considered separate entities, in order to ensure consistent and innovative pedagogical approach with the underlying philosophy of this approach. For this approach to be effective, curriculum content must be relevant, meaningful and cognitively demanding for students, but always bearing in mind the potential development of apprentices. The fact that learning takes place in a context of interaction andnegotiation of content boosts an increase in communication and language development.

The integration of the CLIL framework which consists of four elements content, communication, cognition, and culture. Each of these is related each other in teaching and learning in English Study Program. The content of subject learning in Microteaching and ESP class make students should acquire the competences of the required users in the industrial or users. Thus, the cognition of students indirectly is sharpen to be absorbed by content knowledge comprehension.

The communication involves in transactional and interpersonal activities in the classroom which includes also moral aspects, spiritual aspects, and positive behaviour. The habitual actions in the classroom are done continously to maintain the culture of Indonesian tradition in honoring and respecting each others. At last, these integrating elements are contributing a lot in teaching and learning process of these ESP (English for Specific purposes) subject.

The procedures for gathering information about integrating of CLIL and the Islamic Application Values were done by distributing questionnaires, interviews, and observations.

2. Islamic Application Values

According to Islamic teachings all humans are encouraged to compete, to work hard for their life, and got their own property to support their life to have positive outcome both for internal and external ; however under a certain set of prescribed rules. It is widely recognized in Islam that the internal means that the relationship between he himself or she herself to Allah (the almighty) and he himself or she herself to other human being. Thus the principles of an Islamic economic system were designed with this in mind, ensuring the availability of education and equal opportunity for employment for all, poverty reduction and prevention, and continuous social and intellectual development for all individuals.

According to Islam, as conveyed in both the Quran and in the *Hadith,*there is a strong precedence for high moral standards, ethics, values and norms of behavior, governing many aspect of economic life. Thus, these requirement are needed to support the human life for having a welfare in world and heaven.

The notion of hard work on the part of any individual and society as a whole is considered by Islam to be one of the most important things for the development of life and social progress. The Islam law seeks to foster labor, production, and economic commerce, and emphasizes the prohibition of corruption, routine beggary and freeloading, and any vocations that may promote social instability or political, economic, or social oppression. According to the *Hadiths*, the Prophet Mohammed emphasized productive work and, while he would use the public treasury to alleviate destitution and poverty, he would strongly discourage laziness and reliance by the able-bodied on handouts. He said that earning *halal* sustenance (from working in permissible occupation) for oneself and one's family is nine-tenths of *'ibadah* (everything that Allah loves). To encourage work, one of his policies was to enforce risk-reward sharing in production and/or trade projects.

The lack of any dichotomy between the material and spiritual sides of life invests even the material pursuits with spirituality, and it is in this sense that earning one's living through honest means is also regarded as a form of worship in Islam." The Quran clearly states: *... Men shall benefit from what they earn, and women shall benefit from what they earn. Ask, therefore, God [to give you] out of his bounty: behold, God has indeed full knowledge of everything (4:32).*

For all these theories background from *Al-Quran* and *Hadiths* lead us to have a positive values preparation to create English program graduation completed with islamic Apllication Values for them to face their life in the world.

METHODOLOGY

The design of this research used post equivalent research which analyzed the result of the action after doing research technique. The result data was taken by questionnaires, observation and interview. Data was gathered from 75 students in English study programs at Islamic University of Riau

The questionnaires were distributed to 75 students and they had to choose 5 options of likert scale (1 for Never, 2 for Rarely, 3 for Sometimes, 4 for Often, 5 for Always) and the questionnaire consisted on 25 questions divided into three parts (Part A was General Information, Part B was The Institutional Environment, and Part C was Intrinsic Goal Orientation).

The questionnaires were taken based on (Willis 1996: 11), that the conceptualization of effective teaching performance for language acquisition in CLIL includes attention to such features as functional communication, simultaneous attention to form and meaning, and type of corrective feedback, within a broader framework of three essential conditions for language acquisition – *exposure, use, and motivation*. Those essential conditions have been further elaborated in an observation tool for this study according to five basic assumptions related to effective language teaching performance.

The observation was done by the lecturer when facilitated exposure to input at a (just) challenging level. In correspondence to this assumption, before a lesson a CLIL lecturer was expected to select and tailor input material in order to have it challenging but comprehensible for students. Two types of scaffolding can be distinguished during the lesson, namely on content and/or language of the input material, and content and/or language of lecturer talk. In the observation tool, this category consisted of the following indicators for effective teaching performance:

1. text selection in advance

2. text adaptation in advance
3. adaptation of lecturer talk in advance
4. text adaptation during teaching
5. tuning of lecturer talk

Lecturer facilitated meaning-focused processing In correspondence to this assumption, a lecturer could be expected to stimulated content-processing of oral or written input by giving special tasks that involved students in grappling meaning (trying to make sense of whatever they hear or read). The lecturer should check whether the meaning of the input had been comprehended sufficiently. If meaning was processed insufficiently or erroneously, the lecturer might give some kind of support. Supplementary exercising of the related content features of input could be performed in this category as well.

In the observation tool, this category consisted of the following indicators for effective teaching performance:

1. stimulating meaning identification
2. checking meaning identification
3. emphasizing correct and relevant identifications of meaning
4. exercising on correct and relevant identifications of meaning

Lecturer facilitated form-focused processing In correspondence to this assumption, a CLIL lecturer could employ activities aimed at awareness-raising of language form, thus making students conscious of specific language features. The lecturer might indicate and direct students' attention to correct and incorrect uses of form, gave examples of such uses, thus facilitating implicit or explicit noticing of language form. In giving corrective feedback the lecturer might employ implicit techniques (e.g. clarification requests, recasts) or explicit techniques (e.g. explicit correction, metalinguistic comment, query, advice) for focusing on form, as well as nonverbal reactions.

In the observation tool, this category consisted of the following indicators for effective teaching performance:

1. facilitating noticing of problematic and relevant language forms
2. providing examples of correct and relevant language forms
3. correcting use of problematic and relevant language forms
4. explaining problematic and relevant language forms, e.g. by giving rules
5. having pupils giving peer feedback

Lecturer facilitated opportunities for output production In correspondence to this assumption, in promoting output production in the target language a CLIL lecturer could encourage students to react, asked questions aimed at functional output as well as stimulated interaction between students in the target language. Different interactive formats (e.g. group, pair work) might be implemented to facilitate meaningful communication in English.

Through instructions and/or corrections the lecturer could guide students to use English exclusively in the lesson. Corrective feedback by lecturers or peer students might stimulate the use of correct form/meaning connections by students. The lecturer could use a diverse range of activities for further exercising essential aspects of form/meaning use. In the observation tool, this category consists of the following indicators for effective teaching performance:

1. asking for reactions
2. asking for interaction

3. letting students communicate
4. stimulating the use of the target language
5. providing feedback, focusing on corrected output
6. organizing written practice

(These observation tools was adopted and adapted according to Westhoff (2004) theory).

RESEARCH FINDINGS

1). Interview

The unstructured interview used in this study.

a. Antusiasm : Students were antusias waiting for their turn to give preaching. Here, they can show the other potension inside of themself.
b. Promotion : They could show their ability reading al-Quran, Story telling or giving Motivations. The lecturer either knew about the other competence.
c. Pations: The audience were consentrate listening the preaching. Happy listening to it.
d. Hope : They got more message from their friend preaching and motivation. It could regularly be given along teaching process by other lecturers in other subjects.

2). Observation

In general it was found that, over all observed lessons, lecturers used almost the whole range of effective teaching performance indicators. Although not every day the lecturer used all performance sub categories in all the observed lessons, consistent and useful examples were found for almost every subcategory. As the aimed of this research was to find out the positive outcome by implementing CLIL, the observations were used to provide a qualitative analysis of the school, a department or individual lecturers, neither to evaluate the quality of those.

In the CLIL lessons analyzed in this study, sufficient evidence was found for most subcategories of the five main indicators for effective language teaching performance, as in:

1. Lecturers facilitated exposure to input at a (just) challenging level by selecting attractive authentic materials, adapting texts up to the level of the students and scaffolding on the content and language level by active use of body language and visual aids. By integrating of these four components of CLIL moral values, spirutial values, and positive values also included to exposure the content knowledge of students. These integrating values gave a positive outcome for students to be applied in daily activities.

2. Lecturers facilitated meaning-focused processing by stimulating the students to request new vocabulary items, checking their meaning, using explicit and implicit types of corrective feedback on incorrect meaning identification, and practice through relevant speaking and writing assignments. By integrating of these four components of CLIL especially on communication as transactional and interpersonal activities moral values, spirutial values, and positive values were delivered by preaching before starting studying which every students got in turn delivering 5 to 7 minutes with different topics each.

3. Lecturers facilitated form-focused processing by giving examples, using recasts and confirmation checks, making clarification requests and giving feedback (sometimes including peer feedback). Here, the lecturers provided explicit form-focused instruction, e.g. by explaining rules, example of moral values, example of positive attitude, and example of spiritual activities (by mentioning the activity done by moeslim to do shalat, shaum, and etc).

4. Lecturers facilitated output production by encouraging students' reactions, working in different interactive formats and practicing creative forms of oral (presentations, round tables, debates) and written (letters, surveys, articles, manuals) output production, suggesting communicatively feasible tasks, which gave the students enough time for task completion, encouraging students to speak only in English, providing feedback on students' incorrect language use and stimulating peer feedback, e.g. by giving students task to preach in front of the class to deliver moral values, positive attitude based on Rasulullah SAW ways in daily live and other example which gave them to speak to other friends. Indirectly, this activity led the students to change their behaviour because the content of these positive values reminding continously.

5. Lecturers facilitated the use of compensation strategies by stimulating students to overcome problems in language comprehension and language production, reflecting on the use of compensation strategies, and scaffolding on-the-spot strategy use. In this case, the students were motivated by other friends without bullying each other but gave students excellent feedbacks.

Based on the observations, the researcher concluded that the CLIL lessons observed in this study showed instances of effective language teaching performance was shown good correlation between CLIL and positive outcome of students by applying Islamic values for daily life as habits.

3). Results and Discussions

Based on the questionnaire which the researchers done, the folowing were the result:

Table 1 : THE INSTITUTIONAL ENVIRONMENT

ITEMS	N	1 Never	N	2 Rarely	N	3 Sometimes	N	4 Often	N	5 Always	Total
1. The Institution promotes CLIL in campus area.	0	0	4	5,33	40	53,33	17	22,67	14	18,67	100
2. The Institution provides the available source to implement CLIL in campus area.	0	0	6	8,00	40	53,33	14	18,67	15	20,00	100
3. The Institution provides the guidance to lead the class surrounding to implement CLIL	3	4	10	13,33	28	37,33	23	30,67	11	14,67	100
4. The Institution explores the aims of CLIL views as a goal of teaching and learning process	0	0	7	9,33	22	29,33	28	37,33	18	24,00	100
5. The Institution reviews CLIL periodically.	3	4,00	10	13,33	35	46,67	17	22,67	10	13,33	100
Total	Total Score / Maximum Score = 1311/1875										
Percentage	70,0%										

Source : Research Data, 2015

Based on the table above that item no 4, " *The Institution explores the aims of CLIL views as a goal of teaching and learning process"* showed the highest score of often and very often as amount as 61,33% students were chosen this item. From the calculation of total frequencies for institutional environment, it concluded that the percentage was **70%** and included in ***middle category***. It means that the institution gave opportunity to explore the CLIL views for positive outcome of students.

Table 2: STUDENTS' PERCEPTION

Students' Perception	N	1 Never	N	2 Rarely	N	3 Sometimes	N	4 Often	N	5 Always	Total
6. I can tell my opinion to the teacher without being afraid	10	13	10	13,33	30	40,00	15	20,00	10	13,33	100
7. I prefer class work that is challenging so I can learn new things.	3	4	16	21,33	17	22,67	20	26,67	19	25,33	100
8. There are clear rules for work in the classes	0	0	11	14,67	14	18,67	24	32,00	26	34,67	100
9. I have to fulfil my tasks accurately and reliably	3	4	6	8,00	21	28,00	22	29,33	23	30,67	100
10. Tasks are continuously checked by my lecturer	0	0	4	5,33	9	12,00	32	42,67	30	40,00	100
Total	Total Score / Maximum Score = 1291/1875										
Percentage	69,0%										

Source : Research Data, 2015

Based on the table above that item no 10, *"Tasks are continuously checked by my lecturer"*showed the highest score of often and very often as amount as 82,67% students were chosen this item. From the calculation of total frequencies for student's perception, it concluded that the percentage was **69%** and included in ***middle category***. It means that the lecturer always checked the students' tasks without neglecting and delaying. The purpose was to give an immediate feedback to the students which indirectly motivated the students to evaluate their behaviour and attitude to show a positive point of the lecturer towards the students' perception.

Table 3: MORAL PERCEPTION

ITEMS	N	1 Never	N	2 Rarely	N	3 Sometimes	N	4 Often	N	5 Always	Total
11. I think Moral message is delivered well in my class	0	0	0	0,00	18	24,00	40	53,33	17	22,67	100
12. I have time to evaluate myself during moral message	0	0	10	13,33	10	13,33	40	53,33	15	20,00	100
13. I get a moral feedback when my friends preach	4	5	0	0,00	20	26,67	38	50,67	13	17,33	100
14. I get new barometer for my attitude for improvement	0	0	4	5,33	15	20,00	42	56,00	14	18,67	100
15. I stimulate my thought to be better improvement	2	3	4	5,33	26	34,67	26	34,67	17	22,67	100
Total	Total Score / Maximum Score = 1433/1875										
Percentage	76,4%										

Source : Research Data, 2015

Based on the table above that item no 11, *"I think Moral message is delivered well in my class"* showed the highest score of often and very often as amount as 76% students were chosen this item. From the calculation of total frequencies for moral perception, it concluded that the percentage was **76,4%** in available in ***good category.*** It means that CLIL gives moral message during teaching and learning process which lead to positive effects on their attitute to be better for future.

Table 4: SPIRITUAL PERCEPTION

ITEMS	N	1 Never	N	2 Rarely	N	3 Some-times	N	4 Often	N	5 Always	Total
16. I get an excellent reminding of spiritual when preaching	0	0	3	4,00	20	26,67	35	46,67	17	22,67	100
17. My class stimulates me to be more istiqomah	3	4	8	10,67	35	46,67	16	21,33	13	17,33	100
18. My class reminds me about the existence of my live	0	0	8	10,67	15	20,00	40	53,33	12	16,00	100
19. My class gives moral value every meeting	0	0	5	6,67	18	24,00	38	50,67	14	18,67	100
20. I get my turn in preaching	4	5	4	5,33	15	20,00	27	36,00	25	33,33	100
Total	Total Score / Maximum Score = 1401/1875										
Percentage	74,7%										

Source : Research Data, 2015

Based on the table above that item no 19, *"My class gives moral value every meeting"*showed the highest score of often and very often as amount as 69,34% students were chosen this item. From the calculation of total frequencies for spiritual perception, it concluded that the percentage was **74,7%** and included in ***good category.*** It means that CLIL gives positive effects on their spiritual values because the activity continously present in the classroom.

Table 5: POSITIVE HABITS

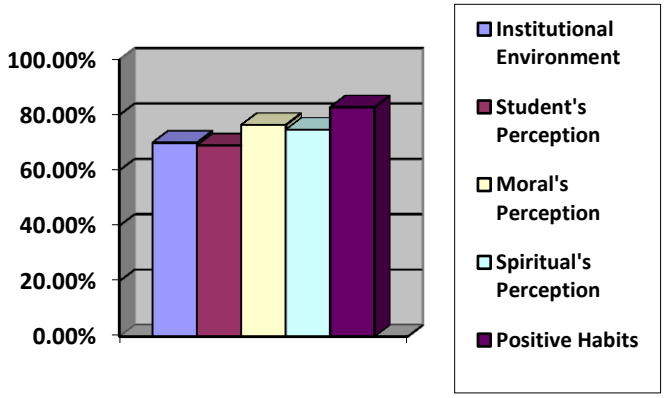
ITEMS	N	1 Never	N	2 Rarely	N	3 Sometimes	N	4 Often	N	5 Always	Total
21. I get a new mind set of thinking	0	0	5	6,67	25	33,33	27	36,00	18	24,00	100
22. My class stimulates me to be more responsible for the task	0	0	6	8,00	10	13,33	35	46,67	24	32,00	100
23. My class does recition of Al-Quran	0	0	0	0,00	18	24,00	30	40,00	27	36,00	100
24. My class gives model for practicing microteaching	0	0	0	0,00	15	20,00	35	46,67	25	33,33	100
25. My class starts with salam and end by praying	0	0	0	0,00	8	10,67	10	13,33	57	76,00	100
Total	Total Score / Maximum Score = 1553/1875										
Percentage	82,8%										

Source : Research Data, 2015

Based on the table above that item no 24, "My class gives model for practicing micro-teaching" showed the highest score of often and very often as amount as 80% students were chosen this item. From the calculation of total frequencies for positive habits, it concluded that the percentage was **82,8%** and included in ***very good category.*** It means that CLIL gives integrative skills in the process of teaching and learning.

From the questionnaires data, the calculation of total frequencies for institutional environment showed that the percentage was 70% and was included in *middle category*. Then, for student's perception, the percentage was 69% and was included in *middle category*, while for moral perception, it concluded that the percentage was 76,4% and was included in *good category*. From the calculation of total frequencies for spiritual perception, the percentage was 74,7% and was included in *good category* and for positive habits, its percentage was 82,8% and was included in *very good category.* Both content and language lecturers can learn a lot from each other, and trainers and researchers, in turn, can learn a lot from both.

All descriptive data of CLIL in each category of evaluation based n students' perceptions can be seen in the below graph :



Graph 1. CLIL in Each Category

From the interview and observation data, it showed that the CLIL application as an example of how content and language integrating principles can facilitate language learning, and of how lecturers can stimulate content-based language learning activities in foreign language learning integrated with Islamic Application Values as an implementation of Islamic values effected the students' way of life which gave different colour of the goal and objective of english Program of Islamic University of Riau.

CONCLUSIONS

This research has aimed at finding out the Islamic Application Values of implementing CLIL of students. For this purpose, teaching performance indicators have been formulated, derived from assumptions about effective language teaching. Those performance indicators have been integrated in an observation, interview, and questionnaires which had been done during the reseach for effective CLIL teaching practice.

Further developments and implementation of the observation interview, and questionnaires, the results of the study and lecturers' reactions in the interviews related to this study indicated that lecturers appreciate the materials implemented during the Islamic Application Values as useful for expanding their teaching repertoire in a CLIL context. The varietive of materials might be further developed and implemented as a practical instrument in CLIL lecturer training (e.g. pre-service/in-service, peer-coaching) and self-reflection of individual CLIL lecturers (e.g. in professional development plans and performance reviews).

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DEVELOPING FREE COMPOSITION PARAGRAPHS FOR NOVICE WRITER

M. SYAFII, S
m.syafii.siec@gmail.com

State Islamic University of Sultan Syarif Kasim Riau

ABSTRACT

Written language holds a prominent role in transferring the massages in all over life sectors moreover, in educational settings, literate societies, thus, the existence of written language has been already used for decades as a communication means either for local, national, regional, or international necessities. Through written language one can get in touch with other people even though they never see face to face before. It can communicate people from one place to another through written communication. In learning English as a foreign language, it is very important for language teachers to observe language learners' writing ability. For most students, writing class is still regarded as a tantalizing and frightening course. Writing course is always viewed as a complex skill to be learned and acquired. Even writing is categorized into the last of four language skills on the other hand, but it does not mean that writing is the most difficult subject to be acquired by language learners. Therefore, in the process of teaching English as a foreign language, especially at the English Education department it seems that writing is still becoming one of the most difficult subjects to be taught. Therefore, based on phenomena encountered, this paper is intended to discuss issues on concept of free composition, the procedures applied in teaching free composition for novice writers.

Key words: *Developing, free composition, procedures*

A. INTRODUCTION

Nowadays, written language holds a prominent role in transferring the massages in all over life sectors. Moreover, in educational institutional settings, literate societies, the existence of written language has been used for decades already as a communication means either for local, national, regional, or international necessities. Through written language one can get in touch with other people even though they never see face to face before. In other words, written language holds a very crucial tool for human communication. It can communicate people from one place to another through written communication.

In a modern era, written language is not merely used for communication means among persons, countries, however, it is also used to absorb foreign cultures,

foreign languages, and events, information, and the most current issues from all over the world. Therefore, the existence of written language must be prioritized to be observed by the language teachers from all levels of educational institutions.

In learning English as a foreign language, it is very important for language teachers to observe language learners' writing ability. In some classes of Writing, they are still regarded as tantalizing and frightening courses. Writing course is always viewed as a complex skill to be learned and acquired. Even writing is categorized into the last of four language skills on the other hand, but it does not mean that writing is the most difficult subject to be acquired by language learners. In line with this idea, Paulston and Bruder (1976: 203) also state in the same tone that the last of the four language skills of listening, speaking, reading, and writing.

Through writing activities—classroom and home exercises, language learners will get a lot of advantages in order to familiarize themselves to express their ideas, experiences, simple evidences and phenomena into a written language. Even at this stage, language learners do not automatically become proficient writers at once, and ask a lot of readers to communicate with their own writings. However, at least, the language learner has communicated with him/herself as the first reader. Even the process of writing is not such as an activity that must be completed at one, but it can be implemented through step-by- step exercises. Furthermore, writing activities, especially writing in English as an academic excellence, based on several rhetorical writing conventions will provide language learners with some benefits. Carrol (1966) also stated as follows:

> "... and certainly writing contributes to the visual presentation. Another fact in verbal learning is the following: The more numerous kinds of association that are made to an item, the better are learning and retention. Again this principle seems to dictate against the use of systems of language teaching that employ mainly one sensory modality, namely, hearing"(1966:182).

Therefore, in the process of teaching English as a foreign language, especially at the English Education department it seems that writing is still becoming one of the most difficult subjects to be taught. Therefore, based on phenomena encountered, this paper is intended to discuss the issues on the concept of free composition, and the procedures applied in teaching free composition for novice writers.

B. THE CONCEPT OF FREE COMPOSITION

Finocchiaro and Bonomo (1973) state that:

> "Free composition has been characterized as written thinking. Students should be encouraged to express their ideas, experiences, thoughts, and feelings. Any free or creative writing they are required to do should have a content in harmony with their evolving interests" (1973: 130).

Pointing out the idea above, it could be absorbed and grasped that writing free composition rhetorical mode is classified into a creative writing that will give a lot of beneficial contributions to language learners. Because in the process of creative writing, language learners' cognitive powers, thoughts, and feelings will be required and employed very much. In this case, no matter what kinds of free compositions language learners do themselves, however, the most important thing is that the more accurate and fluent language learners

utter/express their ideas, the better free composition paragraphs will be produced.

On the other hand, writing activities is also meaningful for language learners to enhance and evolve their language proficiencies, especially in term of utilizing vocabularies, language uses, and mechanics of writing itself. One of the best ways to train language learners in enhancing their own vocabularies, language uses, linguistic conventions utilized in writing is that through writing exercises. By exercising students with products of writings frequently, language learners can measure their foreign language mastery, besides, language learners also become more familiar to correct structural language patterns they used to complete their writing products.

Furthermore, Reid (1988:1) expresses some criteria for student writers in developing the essay:

1. Prewriting—thinking before writing (understand the assignment, choose the interesting subject, narrow the subject, collect ideas, and consider the audience).
2. Organization—writing straightforward (begin and end the paper clearly, write a thesis statement of opinion and or intent, and move smoothly from one paragraph to another.
3. Development—supporting ideas (use specific details to explain general ideas, use facts, examples, physical description and personal experience to develop ideas.
4. Revision—looking again, changing and strengthening (reconsider the needs of the audience, reconsider the purposes of paper)
5. Grammar and mechanics (use language with precision, avoid common errors of grammar and sentence structures, and strengthen writing through editing).

As a matter of fact, the writer realizes that English is not a second language for Indonesian students. It cannot be denied that for most of our students, writing an essay in Indonesian language is seemingly still very difficult, moreover writing an essay in English. It is due to the fact that students do not know how to apply the correct Indonesian linguistic conventions—word classes, phrases, clauses, and even sentences. The ignorance on these linguistic conventions contribute their own weaknesses in developing paragraphs in Indonesian. Thus, consequently their misperceptions toward the use of Indonesian sentence patterns also holds a very prominent role in contributing the lack of writing in English. Therefore, ideally before writing the essay in English, students should firstly understand and know how to write in good Indonesian language.

All criteria and conditions mentioned by Reid above are divided into five stages that should be applied at once by every student writer when he tries to write an essay. Firstly, a piece of writing can be produced if a student has a willingness to think a lot before writing. Thinking before writing is assumed as the action of preparation to start writing activities. Understanding the assignment for example, ideally on the stage of prewriting, students should understand more about the topic to be developed. Good understandings will instill students smoothly develop their ideas in their products of writing. In other words, understanding the topic of assignment is a must before doing the writing assignment.

Besides, choosing the interesting topic is also very necessary as to help students explore their ideas and cover the assignment as well. Furthermore, after working with the interesting topic, students are also required to narrow the subject they are writing about. This aims at covering the assignment adequately in its limit. While collecting ideas and considering audiences are also other factors that should be taken into account. Those are the main streams of students' written products. Audiences can read, share, and even evaluate the quality of their writings. Even the student writers can earn some money from their writings. The conditions mentioned above are required very much in term of developing a writing—prewriting which is called as thinking before writing.

Secondly, organization—writing straightforward prose, at this stage, the students are required to begin and end their writing clearly. After considering clearly the components mentioned at the first stage above--understanding the assignment, choosing the interesting subject, narrowing the subject, collecting ideas, and considering audiences. All five components should be reflected in the arrangements of ideas depicted onto pages of writings. So that every component should be considered as the important aspect that can stick each of ideas flowed clearly. At the end of introductory paragraph, a thesis statement of opinion and or intent should be clearly stated. It may be the statement of opinion that will be explained and proven in the body paragraphs of the essay. This is done in order that the readers can easily go through the ideas stated. Finally, after stating the thesis statement of opinion, students can write from one sentence to another and from one paragraph to another smoothly as to make the essay clear, understandable, and acceptable.

Thirdly, development—supporting ideas, at this stage, students are required to develop their writings/essays. The essay consists of several paragraphs that work in different parts—introductory, body, and conclusion. Body paragraphs—content is the most important part of the essay that should be developed, interestingly, precisely, concisely, and clearly. A paragraph should be initiated with a topic sentence that should be supported by two or more major supporting sentences. Each of major supporting sentences should be supported by two or more minor supporting details. In other words, a paragraph is developed from general to specific from specific to more specific, and from more specific to the most specific.

Reid (1988:30) says that there are several methods that can be used to develop paragraphs of an essay. They are such as process, extended definition, classification, comparison-contrast, and cause-effect. The term "process" refers to chronologically developed based on time sequences—first, second, third, and so forth, and "how to", "how to do", etc. Briefly, the paragraphs are developed procedurally. While "extended definition" refers to the more abstract word. The more abstract the word is,--love, affection, democracy, etc. the more difficult it is to define simply. To make the writer easy to develop the paragraphs containing the abstract words, thus extended definition is seemingly necessary. Besides, the term of "comparison-contrast" refers to the paragraphs that show comparison—similarity, and contrast—difference. In other words, the paragraphs is aiming at showing how persons, things, and places that are usually considered very different are alike in some ways. The opposite is true of contrast: the paragraph is written to show how persons, things, and places that are considered very much alike are different in some ways. While the term of "cause-effect" refers to the paragraphs investigating why things are as they are, or why something happened.

Fourthly, revision—looking again, changing and strengthening, at this stage students are required to revise the paragraphs, change, even strengthen based on the needs of the essay—needs of audience, and purpose of the essay.

Considering that writing is accommodating, inspiring others, thus in this case, the writer should reconsider the needs of audiences. The needs of audiences become the most priority of writing purposes. Different audience may have different expectations.

Fifthly, grammar and mechanics, at this stage, students are required to apply two competencies—language use and mechanics at once. In line with language use, Jacobs et al (1981:30) revealed that there are some aspects of grammar that should be exhibited by students in their own writings such as competences in the use of effective complex constructions, agreements, tenses, numbers, word orders/functions, articles, pronouns, and prepositions. Furthermore, Jacobs et al (1981:95) also say that the aspect of "effective complex constructions" are measured through the following profiles:

- Are the sentences well formed and complete with appropriate complements?,
- Are single word modifiers appropriate to function, properly formed, placed, and sequenced?,
- Are phrases and clauses appropriate to function, complete, and properly placed?,
- Are introductory *it* and *there* used correctly to begin sentences and clauses?
- Are main and subordinate ideas carefully distinguished?
- Are coordinate and subordinate elements linked to other elements with appropriate conjunctions, adverbials, relative pronouns, or punctuation?
- Are sentence types and length varied?
- Are elements parallel?
- Are techniques of substitute, repetition, and deletion used effectively?

While agreement, tense, number, and word order/function should be properly used in every sentence. Furthermore, the term of mechanics, students should focus and be aware of the use of spelling, punctuation, capitalization, paragraphing, and handwriting.

C. THE PROCEDURES APPLIED IN TEACHING FREE COMPOSITION

Pertaining to the procedures that can be implemented by writing teachers in the process of teaching free composition rhetorical mode, Paulston and Bruder (1976: 205) state that there are three procedures that should be noticed by writing teachers when they are working with the novice writers. The procedures are as follows:

- Correct Language Form
- Mechanics of punctuation
- Organization of Content.

Correct Language Form

At the beginning level of language learners, free composition is concentrated on the correct language forms evolved by language learners in their free composition paragraph Because it is possible to language learners' conscious attention on the critical features of language patterns, such as various kinds of tenses which refer to the meaning of sentences, and the use of part of

language speech The group of language speech, such as categorized in accordance with its usage The followings are the categories of language speech

a. Nouns
b. Pronouns
c. Adjectives
d. Verbs
e. Adverbs
f. Prepositions
g. Conjunctions
h. Interjections

Roughly, it can be asserted that for the novice writers, correct language forms of such language speech above should be prioritized and noticed by the writing teachers. At this stage, the teacher should require the language learners to be more aware of the language conventions already mentioned above.

Mechanics of Punctuation

In the process of teaching Writing, no matter what type of rhetorical mode is taught, however, teachers of English should train and enhance language learners with the use of linguistic conventions in order to develop a good paragraph in writing performance. Therefore, the familiarity of language learners in using the linguistic conventions does not become a serious problem anymore.

In general, the use of linguistic conventions, of course differs from language to language. Hence, every writer should have a specific knowledge of linguistic conventions. In accordance with this, Paulston and Bruder (1976: 234) state that there are at the very least two reasons for this. The first is to be able to write comprehensibly, and the second is for their reading, comprehending the linguistic convention is not only required in writing simple or real paragraphs, however, it is also needed very much in reading activity.

The followings are the language conventions in which they are usually mentioned as punctuation. They are as follows:

a. Period or full stop (.)
b. Comma (,)
c. Semi-colon (;)
d. Colon (:)
e. Question mark (?)
f. Exclamatory mark (!)
g. Quotation mark ("...")
h. And the use of capital letters

Organization of Content

As stated above, that writing is a thinking process. Therefore, the organizing of thoughts and arguments should be organized into a coherent and logical as a whole truth in each paragraph. Considering that writing is based on thought capacity of any writer.

Furthermore, Paulston and Bruder (1976; 236) point out that there are three basic teaching points in paragraph. They are as follows:

a. Paragraph development;
b. Development of paragraph in series;
c. Organization of a composition development.

In relation to paragraph development or developing paragraphs in a series of real writings, Paulston and .Bruder (1976) also mention some aspects in which writing can be advanced as good paragraphs in writing. Good paragraph in a real writing, normally comprises:

- A topic sentence, which expresses the central idea of the paragraph.
- One or more supporting sentences, which relate directly to the central idea of the paragraph.
- A concluding sentence, which concludes all supporting paragraphs into coherent paragraphs in the composition.

Example:

a. Topic Sentence (TS): Ford developed the assembly line.
b. Supporting Sentence 1 (SS 1): Before, each car built by hand.
c. Supporting Sentence 2 (SS 2): Work slow
d. Supporting Sentence 3 (SS 3): Therefore, cars expensive
e. Supporting Sentence 4 (SS 4): In ford's system each worker has special job.
f. Supporting Sentence 5 (SS 5): e.g., one man made part of wheels
g. Supporting Sentence 6 (SS 6) Another man placed wheels on car
h. Supporting Sentence 7 (SS 7) Third man inserted bolts
i. Concluded Sentence (CS) Each man needed to learn only one act

D. CONCLUSION

1. Free composition is categorized as a written thinking. Students should employ their cognitive language capacity to develop paragraph in their writing assignments The more fluent and accurate a language learners employ their ideas, expressions, experiences, and feelings the better paragraph will be performed.
2. The procedures that must be noticed by Writing teachers when they are working with novice learners are as follows:
   a. Correct language forms
   b. Mechanics punctuation
   c. Organization of content.
3. A good paragraph writing should comprise:
   a. A topic sentence (TS)
   b. One or more supporting sentence(s) (SS)
   c. A concluding sentence (CS)

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DEVELOPING WRITING SKILLS: FROM PRINCIPLES TO TECHNIQUES

KHAIRUNNAS SYAFII
State Islamic University of Sultan Syarif Kasim Riau

ABSTRACT

Nowadays, a serious concern should be directed toward the inability of L1, L2, or FL students, to express their ideas in written language. Explicitly, writing in English is not a simple activity because when one is writing, at least, he should demonstrate his English grammatical competence and his knowledge in the acceptable English rhetoric—as a means of communicative aspect of writing in English. When we notice down students' writing performance, especially for EFL classes, we still find varieties of intricacies encountered by EFL students. Not only on the 'aspect of rhetorical pattern of English but also on the aspect of English grammatical competence. Since the current issues on the failure is put as unwise teachers' responsibility, we need to get to know as to reevaluate how far teachers of English direct their concerns toward the techniques applied in teaching writing itself. We cannot deny that the better techniques employed will produce the better results. However, on the other hand, something that should recognize is that, the appropriate techniques applied will not absolutely benefit the teaching-learning activity, since students are not familiarize with collaborative writing activities. Pertaining to the problems depicted above, therefore, this paper is intended to share the ideas on the perspectives of teaching writing and its current issues disputed. The paper tries to present two major issues related to the teaching of writing for ESL/EFL classes. The issues are on (1) the principles in developing writing skills, and (2) the techniques for developing writing skills.

Key word: *Writing skills, principles, techniques*

A. INTRODUCTION

Nowadays, a serious concern should be directed toward the inability of L1, L2, or FL students, to express their ideas in written language. It is also in accordance with the arguments of applied linguists that they are not yet satisfied with the quality of students in writing English (Widowson, 1979; Johnson, 1979; Baskoff, 1981; Raimes, 1988; Mukminatin, 1991; and Syafii, 2001). However, on the other hand, teachers of English claimed that they had made efforts as to improve the quality of English teaching in the context of ESL/EFL classes.

Explicitly, writing in English is not a simple activity because when one is writing, at least, he should demonstrate his English grammatical competence and his knowledge in the acceptable English rhetoric--as a means of communicative aspects of writing in English. When we notice down students' writing performance,

especially for EFL classes, we still find varieties of intricacies are still encountered by EFL students. Not only on the 'aspect of rhetorical pattern of English but also on the aspect of English grammatical competence.

Therefore, in this case, since the current issues on the failure is put as unwise teachers' responsibility, we need to get to know as to reevaluate how far teachers of English direct their concerns toward the techniques applied in teaching writing itself. We cannot deny that the better techniques employed will produce the better results. However, on the other hand, something that should recognize is that, the appropriate techniques applied will not absolutely benefit the teaching-learning activity, since students are not familiarize with collaborative writing activities.

Collaborative writing will psychologically implant the positive attitudes of writing toward the writer students. This idea is also supported by Alwasilah, (2000:109) students are familiarized with the spirit collaborations, tolerances upon others' opinion consequently, students can increase the ability of formulating and expressing ideas in turn.

Pertaining to the problems depicted above, therefore, this paper is intended to share the ideas on the perspectives of teaching writing and its current issues disputed. The paper tries to present two major issues related to the teaching of writing for ESL/EFL classes. The issues are on (1) the principles in developing writing skills, and (2) the techniques for developing writing skills.

B. PRINCIPLES OF DEVELOPING WRITING SKILLS

Writing skill is categorized into one of the productive language skills because it needs some efforts to produce the finished texts. To produce a finished text, of course, it requires a lot of requirements (language rules, learner's ability to communicate functionally, time and thoughts) of it's author in such an interactive process. Brown (1937:199) says that writing skill is such a combination between mastering "linguistic competence" and "communicative competence". Linguistic competence refers to the students' knowledge toward the language rules (grammatical patterns of English, words or derivational words, and idioms). Whereas communicative competence refers to students' ability to communicate functionally and interactively, in which all linguistic competence should be utilized at once as to produce a meaningful communication. The meaningfulness of communication should be indicated by the "comprehension" of both speaker and interlocutor. In other words, writing is the activity to produce a finished text as well as speaking. Meaning that when one is writing, he tries to convey the messages in an understandable written language. This is aimed at achieving the appropriate responses based on the messages delivered.

However, on the other hand, theoretically speaking, interactive process is a logical consequence of communicative language teaching (CLT). Mukminatien (1991:22) also says that communicative language teaching should provide students with sufficient practices in terms of receiving and producing the language. Furthermore, (Wood, 1981; Johnson, 1982; in Richards and Rodgers, 1986:72) says that there are three principles to be considered in such a communicative language teaching practice, namely, "communication" principle, "task" principle, and "meaningfulness" principle. The first principle refers to activities under which the real communication is involved directly not only in the receptive language skills (listening and reading) but also in productive language skills (speaking and writing)

dot promote learning. Therefore, ideally, the teaching of writing should be applied vis-a vis students' communication proficiency—based on the capacity of L2/FL acquisition they have acquired. Because the prior L2/FL acquisition, will also dominate the students' proficiency to conduct the real communication in both receptive and productive language skills.

The second principle refers to activities in which language is used to carry out meaningful tasks in order to promote learning. Meaning that the teaching of writing does not merely prioritize students to conduct the real communication from the source language to the target language or vise-versa, however, it should be focused on problem-solving (writing varieties of academic requirements—application letter of any purposes, synopsis writing, proposal, or research report) where students should do during their studying periods.

The third principle refers to the language. Meaning that the L2/FL acquisition should be meaningful to the language learners as to fulfill their needs as they interact in both receptive and productive language skills. The sense of meaningfulness should be directed to support students' learning activities. By considering the three principles of language learning above, and the ways how to employ the principles either in or outside the classroom, it is believed that both productive and receptive language skills, especially students' writing quality can be developed. Therefore, the three principles previously mentioned above (communication, task, and meaningfulness principles) should be well considered and organized in such classroom writing interaction.

C. TECHNIQUES FOR DEVELOPING WRITING SKILLS

The technique of teaching writing is of course needed very much in the efforts of encouragement students to write Without considering the techniques employed, writing products cannot be produced in such a well-organized writing performance. Regarding with the techniques of developing writing skills, here are the illustrations of the techniques. As a matter of fact, the techniques are not new in the context language teaching, especially in term of teaching writing. However, the writer tries to invigorate the teaching of writing by serving applicable techniques in which they are revitalized as to ease the ESL/EFL students to practice writing as their hobby. Consequently, the common complains on the intricacies of writing can be minimized. The techniques are as follows:

1. Brainstorming, in this technique, the teacher of writing asks students to generate their ideas by asking as may questions as students can think about their subject or topic. Pertaining to the technique, Langan, (1986:93) states students can detail all points that will be included into the paragraph development. The way how to generate and visualized the abstract ideas into the concrete one is by brainstorming the snowed ideas with some question words—what? When? Why? How? Where? and Who? (the complete sentence of information questions).
2. Free writing, this technique is appropriately employed by the teacher of writing if students encounter such a mental block. Reid (1994:337) also says that the term "mental block" is also often called as a "block minded". Meaning that students are confuse, even do not know what and where to initiate about a particular subject or, when students are blocked in their composition. In free

writing, students are asked to write as fast as they can for about ten minutes. Ask the students not to worry about spelling, punctuation, erasing mistakes, or finding the exact words: just write without stowing till the words needed come. Pertaining to this technique, Langan (1986:94-95) also states that freewriting will limber up students' writing muscles and make them familiar with the act of writing. Furthermore, he also supports that this technique can be used as a way to break the metal block of writing encountered and the fear of making errors. Roughly, as the teacher of writing, ask students to concentrate their mind on discovering what they want to say about the subject developed.

3. Making a list, in this technique, students are asked to write out a list of words as many different items as they can think about their topic(s). This is aimed to generate details and accumulate as much raw materials for writing as possible. Langan (1986:95) says that making a list is an excellent way to get started in developing a writing task. Furthermore, he also illustrates the example of "making a list" technique in which it is adopted to make this elucidation clearer. For example, Jan, who was gathering details for an essay of "The Benefit of Television". Her first stage in doing the paper was simply to make a list of thoughts and details about the topic which occurs to her. Here is her list:
   - Entertaiment
   - Movies and sport events
   - Video games
   - Educational (important—save for last)
   - Relaxing after work
   - Covers major world events
   - Can be used with computer
   - Reduce stress (for high-blood pressure patients)
   - Rent video cassettes
   - Shows for children
   - Special cable services (sports and concerts), and
   - College course on TV (Langan, 1986:95-96).
4. Preparing a scratch outline, in this technique, the teacher of writing asks students to think carefully about the exact items that they want to support their points, and about the exact orders in which they want to arrange those items. In other words, a scratch outline is a plan, or blueprint that will help students achieve a unified, supported, organized composition developed. In this case, Langan (1986:96) also says that a scratch outline can often be the most helpful single technique for writing a good paper.

Furthermore, dealing with the possible techniques for developing students' writing skills, a current issue on the term of technique of teaching writing is also proposed by Alwasilah. Alwasilah (2000:109) suggests the simple technique that may be possible for both language teachers and students to practice the technique. The technique can be applied either in big or small class sizes. The technique is called as a "collaborative writing" in which it still refers to the theory of

collaborative learning. In addition, Alwasilah also elucidates the advantages of having such a collaborative writing. Some advantages are as follows:

1. To implant and familiarize students with collaborations and tolerances upon others' opions and to increase the ability of formulating and expressing ideas.
2. To implant the attitude of writing as a process, because working in a group, is oriented on revision, to enable student to share with their peer(s), and to enable lower writers to learn from better writers (students).
3. To encourage students mutually learning among their group, and to provide them with a real working climate, which they will experience later on, in the professional world.
4. To finediarize students with self-correction, and write the drafts frequently (Alwasilah, 2000:109).

Furthermore, Alwasilah (2000:109) also states that one of the best ways to teach students how to write is merely through writing exercises. In other words, it can be said that even though varieties of theories on certain techniques of writing are served to students, but if the practices of writing are almost never assigned, it is believed that students' writing skills will never increase. Consequently, students' writing skills tend to be static (stagnant) forever.

D. CONCLUSION

Based on the elucidation of the ides above, thus, the conclusion can be stated in the following statements. In developing students' writing proficiency, both principles and techniques are considered as the most important elements. In other words, for those who have great concern on students' writing quality or those who have been embarking in the jungle of writing should pay more attention toward the principles of developing students' writing proficiency and the techniques employed as to upgrade students' writing quality.

The principles should be directed to support the theory of learning. No matter how good and strong the principles are, since the teaching - learning is not considered as the top scale of priority, the principles will be useless in the context of CLT. Therefore, ideally, the principles should be based on the three aspects such as "communication" principle, "task" principle, and "meaningful" principle. Communication principle refers to the activities that involve the real communication. The real communication will be meaningful if the communication is supported by good linguistics components (grammatical structure of English, vocabulary, and acceptable rhetorical patterns). Task principle refers to the activities in which the language is used for carrying out meaningful task as to promote learning activities. The last principle is meaningfulness in which it refers to language that is meaningful to the language learners as to fulfill the requirements of the learning process and activities.

The process of teaching-learning will be meaningful for both teachers and students as to achieve the learning objectives allied, ideally, the teaching-learning process should be conducted by utilizing the appropriate techniques. The teachers, those who have great concern to students' progression, those who want to invest his dedication. The dedications of the teachers should be reflected in the efforts of using the varieties of techniques as to upgrade the students' quality, especially in term of

the quality of students' writing performance in the context of Li, L2 or FL. The appropriate techniques that can be employed are such as (1) brainstorming, (2) free-writing, (3) making a list, (4) preparing a scratch outline, and (5) collaborative writing.

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THE EFFECT OF USING COLLABORATIVE WRITING APPROACH TOWARD STUDENTS' WRITING ABILITY ON NARRATIVE PARAGRAPHS AT STATE JUNIOR HIGH SCHOOL 2 KAMPAR

FATIMAH MULYANI
fatimahmulyani@yahoo.co.id
State Islamic University of Sultan Syarif Kasim Riau

ABSTRACT

The purpose of conducting this research was to answer the research questions, which are; is there significant difference of the students' writing ability on narrative paragraphs before being taught by using collaborative writing approach and conventional teaching, is there significant difference of the students' writing ability on narrative paragraphs after being taught by using collaborative writing approach and conventional teaching, and whether there is or no significant effect of the students' writing ability on narrative paragraphs by using collaborative writing approach. This research was conducted at Junior High School 2 Kampar. The form of research is quasi-experimental research. The total sample of this research was 43 students divided into two groups; the control class with no treatment and the experimental class with Collaborative Writing Approach. The tool of data collection was written test, in which students were asked to write a narrative paragraph. The findings of the research showed that the students in experimental class had better ability than those in the control class. It was considered from t-obtained = 8.22 that was higher than t-table either at 5% = 2.08 nor 1% = 2.83. It means that H_a was accepted and H_o was rejected. From the research finding, it showed that there was a significant effect of using collaborative writing approach toward writing ability on narrative paragraphs at the third year students at State Junior High School 2 Kampar.

Keywords: Writing ability, Collaborative Writing Approach, Narrative paragraph

INTRODUCTION

Writing is one of productive skills and one of the basic language skills has important role in communication. Writing skill is needed by all people in the world, especially for students in learning language because the purpose of learning language is to enable him or her to make good communication. As one of productive skills, it is needed by the students to express their ideas. Dealing with this, Hughey states that through writing the students express their feelings-their hopes, dreams, and joys as well as fears, angers, and frustrations (Hughey, et al., 1983, p. 33).

Based on the syllabus used by State Junior High School 2 Kampar, there are two basic competences that must be achieved by the students, they are as follows; the students are able to express their thoughts in a simple short functional text by using kinds of written expression accurately, fluently and appropriately to socialize with the society and the students are able to express the rhetoric steps in a simple short functional text by using kinds of written expression accurately, fluently and appropriately to socialize with the society (BSNP, 2006).

The students at third year of State Junior High School 2 Kampar are still encountering difficulties in learning English especially in terms of learning to write. The students are not able to write a paragraph correctly. Many students do not master grammatical rules in English, so they write sentences in ungrammatical rules. Furthermore, some students are not able to express their ideas. It is caused by lack of ideas for developing in a paragraph, so their difficult to express their ideas in written language. The students will spend many time to develop their ideas in a paragraph. Besides, their writing is not coherent each other. So their writing is difficult to be understood by the readers. In other words, the students' writing is not clear.

This condition was the result of teaching method that is used by the teacher. The teacher rarely used various techniques in teaching. Considering the problems above and helping students to improve their writing skill, teachers are expected to provide students with appropriate teaching, materials, and to create positive classroom environments. To solve these problems, Jeremy offers an approach called Collaborative Writing Approach.

Collaborative writing approach is a process of writing that is done by a group or pair. In relation with the statement Jeremy states that collaborative writing approach is a process of writing that allows the students to learn and share their minds and knowledge from each other collaboratively (Harmer, 2004, p. 73). In this activity, the students are required to participate in discussion and give respond to their friends' ideas. Based on Teo, this approach can be applied in teaching narrative paragraphs (Teo, 2006, p. 1). From the statement above, it is clear that this approach can be used to solve the problems in the process of writing.

From the reason above, this study entitled was conducted "The Effect of Using Collaborative Writing Approach toward Students' Writing Ability on Narrative Paragraphs at State Junior High School 2 Kampar".

The Nature of Writing

Writing is an important skill in English besides listening, speaking and reading. Writing is a medium in which someone can deliver some information or express his ideas, feelings and thoughts to the readers in written form. According Hughey writing is an essential form of communication (Hughey, et al., 1983, p. 33). Meaning that, writing has an important part in our life to communicate each other. We can express or show information in written language. Trough writing, people can communicate with others at any places and time. Olshtain in Celce and Murcia states that writing is an act of communication which takes place between the writer and readers via writing (Celce-Murcia, 2001, p. 207). It is clear that writing can facilitate everyone to communicate with others even in long distance.

Writing is not an easy job, because there are many components that everyone should know to make in the effort of producing writing. According to Reid, writing is a complex skill, because some components should be focused on writing, such as the purpose of writing and writer's knowledge of writing (paragraph's and pattern organization) (Reid, 1993, p. 28). It means that the writer should master writing, because if someone does not know and understand components of writing, his/her massage will be not accepted by the readers. The readers will confused to understand their ideas, information and so forth. Besides, Syafi'i states that writer is required to know the audience, tone and purpose of writing (Syafi'i, 2007, p. 1). Related to these

ideas above, Jacob also states some components should be master by students in learning writing, they are ; content, organization, vocabulary, language use and mechanics (Jacob, 1981, p. 38). Based on their statements by experts, it can be concluded that writing has many aspects influencing the process of mastering writing. The writer should know all of aspects in writing.

Writing is a complex skill involving multiple processes (Westwood, 2008, p. 58). A writer needs to reinforce many more skills in writing. In addition, a writer also needs to go through the stages in writing activity. Related to this idea Hughey, states that writing does not just happen. It involves our intense participation, engagement, even immersion in the process (Hughey, et al., 1983, p. 6). In addition, Syafi'i et al also states that for both native speakers and novice learners of English, it is important to note that writing is a process, not a "product" (Syafi'i, et al., 2011, p. 107). Writing cannot be produced without process because writing is not a spontaneous product. In other words, there are many things that should be done by a writer in writing activity. In other words, in developing writing, writer should do some processes. Because writing is an effort of processing and producing a written form. Arlov states five processes in producing a written product, they are; prewriting, planning, drafting, revising and proofreading (Arlov, 2004, p. 4).

The Nature of Narrative Paragraph

The word narrative is synonymous with story. Narrative paragraph is a storytelling that tells a true story or fiction and it can amuse readers. In reference to statement stated by Donald, narrative is the process telling an account of something that happened (Donald, 1991, p. 33). Besides, narrative text is a kind of text to retell the story in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story. Narrative paragraph does not only make readers fun, but also writers. It has been expressed by Newsweek that narrative is one of writing types that can make readers and writers fun (., 2003, p. 139).

According to Hasibuan, there are three generic structures of narrative text. They are: orientation, complication, and resolution (Hasibuan & Ansyari, 2007, p. 130).

a. Orientation contains the introduction of main characters in a setting of time and place.
b. Complication will be filled by explanation of problems, and main characters find ways to solve the problem.
c. Resolution, usually explain the moral value of the story and it is an ending of the story.

Besides, Knapp also gives the explanation of grammatical features of narrating. There are six features. They can be stated as follows (Knapp & Watkins, 2005, pp. 221-222):

a. In arranging people and events in time and place, narrative paragraphs uses:
    1. Action verbs
    2. Temporal connectives
b. Using past tense, and also direct quotation of speech.
c. In action sequences, mainly action verbs (bold) are used, while in reflections, mental verbs (italicized) predominate.
d. Using metaphor action verbs for providing effective images.
e. Using rhythm and repetition to provide effects, and

f. Using comprising one word or a short phrase to provide poignant effects.

The Nature of Collaborative Writing Strategy

Collaborative writing approach is a process of writing in which done by several people, or groups or pairs. According to Hughey, collaborative writing approach is a writing activity done by whole class, a small group, or even two people jointly or collaboratively (Hughey, et al., 1983, p. 8). In the other words, collaborative writing approach refers to project where written works are created by multiple people together rather than individually.

Furthermore, Jeremy states that collaborative writing approach is a process of writing that allows the students to learn and share their minds and knowledge from each other collaboratively (Harmer, 2004, p. 73). In this activity, the students are required to participate in discussion and give respond to their friends' ideas.

Collaborative writing can encourage students to improve their writing. In this way, all of students are required to participate and share their ideas. The students are divided into groups or pairs. Therefore, they do not only have responsibility to understand the materials but also help their friends to understand it. In line with this idea, Moreillon states that collaboration describes how people work together rather than what they do (Moreillon, 2007, p. 4). It is clearly stating that writing collaboratively will make the students' writing ability come to the surface. On the other hand, writing collaboratively will be able to help students in improving their ability, especially in writing area.

In this activity, Collaborative Writing Approach, the students are divided into pairs. One student becomes helper and another becomes writer. Basically, the procedures of collaborative writing approach can be implemented as follows (Teo, 2006, pp. 2-7):

a. Teacher divides students into pairs (one students becomes helper and another becomes writer).
b. The helper asks the writer by using WH questions to develop idea.
c. The writer answers and takes notes based on helper's question.
d. The writer can add things that are not in helper's question.
e. The helper and the writer develop first draft.
f. The writer reads draft out loud and makes it good sound.
g. The helper corrects incorrect word if he/she can.
h. The helper and the writer look at the draft together.
i. The helper and the writer correct their draft (idea and meaning, order, style, spelling and punctuation) by using color pen.
j. The helper and the writer develop their draft into narrative paragraphs
k. The writer writes the best writing.
l. The students collect their writing to the teacher

DESIGN OF THE RESEARCH

The design of this research was quasi-experimental design. This design of research uses non-equivalent control group design. Two classes became samples in this research. Where, one is called the experimental class, while another is the control class. Both of the classes were given a pre-test and a post-test. Only the experimental class received the treatment by using Collaborative Writing Approach. However, the materials taught to each group were similar. The design of the research can be illustrated as follows:

Nonequivalent Control Group Design

Class	Pre-Test	Treatment	Post-Test
Experimental	O_1	X	O_2
Control	O_3	-	O_4

The research was conducted in State Junior High School 2 Kampar. The population of this research was the third year students. The total of population was 65 students which consist of three classes. Based on the research design was conducted, the researcher took the sample by using cluster sampling. The writer used lottery to choose two classes from three classes. One of the classes became the experimental class and another became the control class. The experimental class was IX.2 and the control class was IX.1. The total sample of research was 43 students. The tool of data collection was written test, in which students were asked to write a narrative paragraph. In analyzing the data, the researcher used Independent-sample t-Test and Paired sample t-Test:

Independent-sample t-Test

$$t_0 = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Paired sample t-Test

$$t = \frac{\overline{d} - \mu d}{\frac{S_d}{\sqrt{n}}}$$

RESEARCH FINDINGS

After data test were obtained, the result of the test was calculated and analyzed. Based on the evaluation, it was found that in the experimental class, the mean scores of the pre-test and post-test 66.45 and 81.90. Based on the results of the pre-test and post-test above, the students' writing ability on narrative paragraph competence in the experimental class increased from 66.45 to 81.90.

Besides, the evaluation of data was revealed that in the control class, the mean scores from the pretest and post-test were 62.47 and 60.76. It can be concluded the students' writing ability on narrative paragraph in the control class increased from 62.47 to 60.76.

Therefore, it can be summarized that the improvement of the experimental class was higher than that of the control class (81.90> 60.76).

Findings of the Effect of Using Collaborative Writing Approach

After finding the difference of score of pre and post-test experiment class and pre and post-test control class, the researcher found the effect of using collaborative writing approach in teaching narrative paragraph. To find the result the researcher used Independent sample t-test and paired sample t-test formula by using SPSS. There were two ways that can be done in interpreting to. They were:

a. By comparing to (t obtained) to t table from df 41, it is found that the level significance of 5% was 2.02 and the level significance of 1% is 2.70. If to (t obatained) > t table, it means that hull hypothesis (Ho) is rejected and alternative hyphotesis (Ha) is accepted. Meanwhile, if to (tobtained) < t table it means that alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted.
b. Considering to the score of significant resulted by SPSS. The final decision will be decided by considering the requirements as follows:
    1. If the score of Sig. (in SPSS table) < 0.5 Ho is rejected
    2. If the score of Sig. (in SPSS table) > 0.5 Ho is accepted

Based on the analyzing the data of pre-test score experimental and control class, it founded that t_o lower than t_{table}. The finding of t_o was 1.44, while the level significance of 5% was 2.02 and the level significance of 1% is 2.70, it can be written as 2.02>1.44<2.70. Besides, Based on the score of t obtained gathered from SPP 19.0. It shows that the finding of *Sig.* was 0.15. It can be stated as 0.15 > 0.5. Thus, the researcher concluded that Ha is rejected and Ho is accepted. In the other words, there is no significant difference on students' writing ability on narrative paragraphs before taught by using Collaborative Writing Approach for experimental class and Conventional Teaching for control class of the third year students at State Junior High School 2 Kampar.

Furthermore, the result of analyzing score of post-test score experimental and control class, it founded that t_o lower than t_{table}. The finding of t_o was 10.33, while the level significance of 5% was 2.02 and the level significance of 1% is 2.70, it can be written as 2.02>10.33<2.70. Besides, Based on the score of t obtained gathered from SPP 19.0. It shows that the finding of *Sig.* was 0.00. It can be stated as 0.00 > 0.5. Thus, the researcher concluded that Ha is accepted and Ho is rejected. In the other words, there is significant difference on students' writing ability on narrative paragraphs before taught by using Collaborative Writing Approach for experimental class and Conventional Teaching for control class of the third year students at State Junior High School 2 Kampar.

Finally, the data of pre and post test score in experimental class analyzed by paired sample t-test. The result showed that the finding of t o was 10.334 while the level significance of 5% was 2.08 and the level significance of 1% is 2.83, it can be written as 2.08 < 8.22 > 2.83, while the finding of Sig. was 0.000. It can be stated as 0.00 < 0.5. It can be concluded that Ha is accepted and Ho is rejected. In the other words, there is significant effect of using Collaborative Writing Approach toward Students' Writing Ability on Narrative Paragraphs of the third year students at State Junior High School 2 Kampar.

DISCUSSION

According to the explanation above, before giving treatment both of experimental and control class, the students have same ability in writing narrative paragraph. They had same difficulties in writing narrative paragraph. They could not express their ideas easily in written form. In contrast, after Collaborative Writing Approach was implemented in experimental class in teaching narrative paragraph, there were better progresses experienced by the students in experimental class. The approach help them in expressing their feeling, ideas and opinion about the topic given about narrative easily. The students were active in doing the exercise given by the teacher. It could be seen that there were significant effect of using Collaborative Writing Approach in teaching writing narrative paragraph on experimental class.

The students did not have difficulties in generating ideas. Because in this approach, the students were divided into pairs. One students as helper and another as writer. The students could discuss each other about the topic given by teacher. In conventional teaching, students should think by herself/himself about the topic given by the teacher. But, in Collaborative Writing Approach, students could find some ways how finish the exercise completely if they get difficulties. It means that, both of students had chance to solve the problem in doing exercise. Besides, the students could be as a guidance for his/her friend. If one students got difficulties in doing exercise, he/she can help her/his friend to finish the exercise.

Related to the ideas above, it can be concluded that Collaborative approach can made students brave, responsible and interest in learning English especially in writing narrative paragraph. Because, this approach gives a chance for the students to be independent students and they should manage they emotion in learning English. So, the students could create good atmosphere with their friends.

Furthermore, Collaborative Writing approach not only encourage students' independence and emotion but also improve students' ability. It showed from students score test in writing narrative paragraph. The students were able to express their ideas easily, they not only write one or two paragraph; they were able to express many ideas and write more than they had done before the study was carried out. This result caused by the students generate the paragraph together. They share their ideas together. The students made the draft and revised their draft twice before they write their paragraph.

Implementing of Collaborative Writing approach was able to help students in grammatical rules. Because one of step of Collaborative Writing approach is students correct their draft (idea and meaning, order, style, spelling and punctuation) by using color pen. In this stage, students checked their writing in order grammatical rule. So, students could write narrative paragraph grammatically.

In generally, after giving treatment by using Collaborative Writing approach, the students' ability on writing narrative paragraph improved as well. Most of students could provide enough information about what they write. It could be seen in the students' result they wrote more sentence in the form of narrative paragraph. They also organized their ideas clearly and fluently. Their understanding about past tense improved too. It could be seen when the students write descriptive paragraph, there were only some of them who made few mistakes in sentence construction. They also mastered the writing rules better than before, so that their texts were easier to understand.

CONCLUSION

Based on the calculation of data, It was considered from t-obtained = 8.22 that was higher than t-table either at 5% = 2.08 nor 1% = 2.83. It means that H_a was accepted and H_o was rejected. From the research finding, it showed that there was a significant effect of using collaborative writing approach toward writing ability on narrative paragraphs at the third year students at State Junior High School 2 Kampar.

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DEVELOPING EFL LEARNERS' COMPENSATORY COMMUNICATION STRATEGIES IN A SPEAKING CLASS

SYARIFUDIN
lafudin@gmail.com
State Institute for Islamic Studies (IAIN) of Mataram

ABSTRACT

Communication strategies should be included in a speaking class in order to enable learners have strategies to cope with the communication problems both as message delivers (speakers) and as message receivers (listeners) in taking turns speaking. When the learners face problems in taking turns speaking, they may employ achievement/compensatory strategies as an attempt to deal with problems in communication directly by using alternative in order to get the message across. The use these strategies are regarded as good learners' behaviors because they are able to maintain communication, such as use of word coinage, language switch, paraphrase, circumlocution, cooperative strategies, non-linguistic strategies, and so forth. Otherwise, the learners may rely on the avoidance/reduction strategies if they are not able to convey or understand the message to or from the interlocutors. These behaviors affect interaction negatively and are common among low proficiency learners. The avoidance message as such topic avoidance, message abandonment, replace the message, reduce the content of the intended message, and so forth. Learners as message delivers (speakers) and message receivers (listeners) may use verbal communication strategies to cope with communication problems, such as topic avoidance, message abandonment, approximation, word coinage, circumlocution, literal translation (interlingual transfer), language switch, appeal for assistance, foreignizing (interlingual transfer), paraphrase, self-correction, self-repetition, asking for repetition, asking for clarification, and so forth. Meanwhile, nonverbal CSs which may be employed by learners as message senders (speakers) and message receivers (listeners) are smiling, head nodding, head shaking, hand raising, hand moving, thumb up, drawing something, and so forth.

Keywords : communication strategies (CSs), EFL Learners, speaking class.

I. INTRODUCTION

In the context of English as a Foreign Language (EFL), it has been widely claimed by most Indonesian learners across different levels of education that speaking is a difficult skill to learn. Shumin (2002:204) stated that "speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions". Shumin's statement may indicate that learners encounter problems in using the target language (TL) in oral communication if they do not have adequate communicative competence that underlies speaking proficiency.

Regarding the learners' problems in speaking English, there are some reasons why speaking is considered as a language skill which is difficult to be acquired by most of learners. One of the reasons is that speaking requires the ability to use the appropriate, acceptable and comprehensible spoken language through communication in many kinds of opportunities. Opportunities are available for the learners who want to communicate in English both inside and outside the classroom activities, but in fact, the learners are sometimes reluctant to participate in speaking activities. This coincides with Ur (1996:121) who stated that there are some problems with speaking activities in which learners are often inhibited about trying to say things in a foreign language in the classroom and afraid of making mistakes; they have no motive to express themselves beyond the guilty feeling that they should be speaking, and low or uneven participation. Supporting Ur, Padmadewi (1998) based on her investigation, asserted that learners attending a speaking class often felt anxious due to pressure from the speaking tasks that require them to present speaking tasks individually and spontaneously within limited time. In line with Padmadewi's (1998) argument, Tutyandari (2005) in her investigation commented that the learners keep silent because they lack of self-confidence, lack of prior knowledge about the topics, and poor of teacher-learner relationship. Besides those problems, it may be suspected that another learners' problem is related to their lack of grammatical competence which is the use of the linguistic system that includes increasing expertise in phonology, morphology, syntax, and lexical (vocabulary).

In a taking turns speaking, although the learners have many communication problems, they are encouraged to participate in speaking both monologue and dialogue speaking activities in order to habituate and familiarize them with communication in the target language (TL). A speaking class is one way of practicing and learning of speaking, but multitudes of opportunities for learning and practicing speaking or communication exist in context in which English needs to be used. In multitudes of opportunities someone can share to many others which engender speaking events in environment of natural setting.

Knowing the learners' problems and the empirical evidence in taking turns speaking is of utmost importance . It has inspired the writer to involve the communication strategies (CSs) in teaching speaking. Although the learners always practice to speaking and communicating in English in their speaking classes, they still face many problems in oral communication both in conveying and receiving messages to and from the interlocutors. Taking account of the problems in communication, it is necessary to form a variety of communication strategies (CSs) as the essential aspect needed to overcome communication problems in the TL situation. Since speaking strategies are in most cases discussed under the broader domain of communication strategies (CSs), it is better to have a look at those issues in order to have a clear understanding of communication strategies.

II. COMMUNICATION STRATEGIES OF DIFFERENT PERSPECTIVE AND TAXONOMY

Communication strategies have been an extremely important topic of discussion when it comes to second and foreign language learning, particularly in oral communication. The learners as speakers and as listeners may encounter various communication problems when they are limited competencies in the target language, and they may attempt to surmount the problems by employed some tricks or strategies

to enhance the achievement of communication goals. In order to convey the messages and maintain them in a speaking activity until communication purposes are reached, the learners need to employ speaking strategies (SS) which are commonly referred to communication strategies (CSs).

Communication strategies are defined as "a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared" (Tarone, 1983:65). Tarone's perspective of communication strategies may be seen as attempts to bridge the gap between the linguistic knowledge of the speaker and the listener to the target language in real communication situation. Achievement/compensatory strategies may be used to bridge this gap, while avoidance/reduction strategies may be used where the gap is perceived as unbridgeable. Similar to Tarone, Bialystok (1983:102) also defined communication strategies as "all attempts to manipulate a limited linguistic system in order to promote communication." Bialystok's perspective about communication strategies may be seen as demeanors for those cases in which communication is disrupted because of an inadequate linguistic knowledge and an impasse in the minds of what they are talking in the target language of both speakers and listeners.

In line with Tarone and Bialystok, Faerch and Kasper (1983:212) defined communication strategies as "the potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal." According to them, when speakers cannot find a way to communicate without problems, they turn to strategies to deal with the problems they encounter while communicating. This coincides with Corder (1981:102) who defined communication strategies as "a systematic technique employed by a speaker to express his meaning when faced with some difficulty".

This means that the learners' communication strategies are seen as tools to improve the speaking ability. One of the main criteria in determining the quality of speaking ability is based on the use of an appropriate communication strategy "in a joint negotiation of meaning where both interlocutors are attempting to agree as to a communicative goal" (Tarone, 1980:420). That is why CSs are also considered as the pivotal strategies since they are as the ways to solve the problems of communication. In addition, the position of communication strategies is very important and they are an undeniable event of language use.

Tarone's (1983) research is in the form of analyzing transcripts of the learners' attempts to refer to a number of objects and events depicted. The learners' productions are interactional, which reflect learner's attempts to make themselves understood by their interlocutors. By focusing on interactions, Tarone regards communication strategies as any attempts at avoiding disruptions of communication.

Tarone (1983:62-63) further categorized the existence of communication strategies that happen in learners' speaking or interaction which is commonly known as Torone's taxonomy of communication strategies. She depicted the taxonomy of communication strategies into five main categories as in Table 1.

Table 1 Taxonomy of Communication Strategies (Tarone,1983:62-63)

No	Communication Strategy	Description of Strategy	Examples
1	**Avoidance**		
	a. Topic avoidance	The learner simply tries not to talk about concepts for which the TL item or structure is not known.	The learner does not respond to the topic or keeps silent.
	b. Message abandonment	The learner begins to talk about a concept but is unable to continue and stops in mid-utterance.	Talk something then suddenly stops because it is too difficult.
2	**Paraphrase**		
	a. Approximation	The learner uses of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker.	'pipe' for 'waterpipe'
	b. Word coinage	The learner makes up a new word in order to communicate a desired concept.	'airball' for 'balloon' 'a place for sleeping' for 'bed'
	c. Circumlocution	The learner describes the characteristics or elements of the object or action instead of using the appropriate target language item or structure.	
3	**Conscious Transfer**		
	a. Literal translation	The learner translates word for word from the native language.	'He invites him to drink, for 'they toast one another'
	b. Language switch	The learner uses the native language term without bothering to translate.	'balon' for 'ballon', 'tirtil' for 'caterpilar'I
4	**Appeal for assistance**	The learner asks for the correct term or structure to any capable peers.	'What is this? What called?'
5	**Mime**	The learner uses nonverbal strategies in place of a lexical item or action.	'Clapping one's hand, shaking or nodding head, thumbs up, and thumbs down.

Faerch and Kasper (1983) adopted psycholinguistic approach in analysis communication strategies in which they locate communication strategies within a general model of speech production. The taxonomies of communication strategies to be included account for real phenomena, for which empirical evidence had been provided by various previous studies. Somewhat similar with Tarone's (1983) taxonomy, Faerch and Kasper (1983) developed taxonomy of communication strategies into four main categories. Those strategies can be seen in Table 2.

Table 2 Taxonomy of Communication Strategies (Faerch& Kasper, 1983:38-52)

No	Communication Strategy	Description of Strategy	Examples
1	**Formal reduction strategies (reduction of the linguistic system)** a. Phonological b. Morphological c. Syntactic d. Lexical	Learner attempts to do away with a problem and give up part of his original communicative goal. Learner communicates by means of a reduced system, in order to avoid producing non-fluent or incorrect utterances by using insufficiently automatized or hypothetical rules/items.	a. Reducing phoneme '/ðə/' to 'loanwords'. b. Reducing morpheme 'es' to 'she watch TV' c. Reducing 'be' to 'Don't afraid of making mistakes. d. Reducing lexeme 'comb' to 'you tidy your hair with..'
2	**Functional reduction strategies (reduction of communicative goal)** a. Actional reduction b. Modal reduction c. Reduction of the propositional content. - Topic avoidance - Message abandonment, - Meaning replacement	Learner reduces his communicative goal in order to avoid a problem. These involve the learner avoiding certain speech acts or discourse functions, avoiding or abandoning or replacing certain topics, and avoiding modality markets.	

3	**Achievement strategies (compensatory strategies)**	Learner attempts to solve communicative problem by expanding his communicative resources.	
	a. Code switching	The learner uses a form in the non L2 language.	Do you want to have some ah-Zinsen or do you want to have some more…
	b. Interlingual transfer	The learner makes use of other than the L2.	NS: How do you go to school […]
	c. Inter-/intralingual transfer	The learner makes use of alternative L2 forms.	L: […] sometimes I take my er
	d. IL based strategies	The learner has various possibilities for coping with communicative problems by using his IL system.	Swim -swimmed
	- Generalization	The learner replaces one L2 form with another.	Do you have 'animals?' for 'rabbits'.
	- Paraphrase	The learner replaces an L2 item by describing or exemplifying it.	I have a car-I have bicycle-and have a motor.
	- Word coinage	The learner replaces an L2 item with an item made up from L2 forms.	We were sitting in the - *rounding* of the stadion.
	- Restructuring	The learner develops an alternative constituent plan.	
	e. Cooperative strategies	These involve a joint problem solving effort by the learner and his interlocutor.	My tummy-my tummy is- I have (inaudible) I must eat something.
	f. Non-linguistic strategies (e.g. mime, gesture, and sound-imitation)	The learner compensates, using non-linguistic means such as mime and gesture.	NS: what ercolour is it- L : er skim (laugh) er – what's – colour is this – (points to the sweater) Using mime, gesture, sound imitation

4	**Retrieval strategies**	The learner attempts to retrieve in some ways from achievement strategies in order to get at the problematic item.	Attempting to adopt achievement strategies.

Furthermore, Faerch and Kasper illustrated a first broad categorization of communication strategies on the basis of two fundamentally different ways in which learners might behave when faced with problems in communication. Learners can either solve such problems by adopting 'avoidance behavior', trying to do away with the problem, normally by changing the communication goal, or by relying on 'achievement behavior', and attempting to tackle the problem directly by developing an alternative plan. On the basis of these two different approaches to problem solving, two major types of strategies namely reduction strategies and achievement strategies can be depicted. The former is governed by avoidance behavior, and the latter is governed by achievement behavior. The relationship between problem, type of behavior and type of strategy is presented in Figure 1.

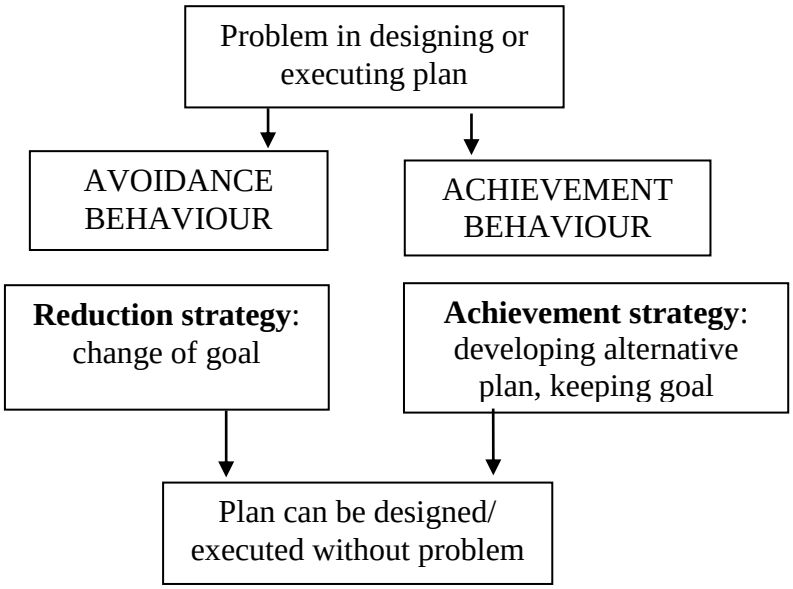

Figure 1 Types of Behavior and Types of Strategies (Faerch & Kasper, 1983:37)

Knowing that both communication strategies taxonomies proposed by Tarone (1983), and Faerch and Kasper (1983) have similarity and dissimilarity. The similarity

is in which some of those strategies seem not only to exist explicitly in each of taxonomy, but also to exist into each other, such as topic avoidance, message abandonment, paraphrase, word coinage, code switching, and non-linguistic strategies. Furthermore, classifying the differences of both two taxonomies are focused on the strategies perspectives and the types of strategies.

The differences come from, firstly the fact that Tarone (1983) views communication strategies from a discourse analytical perspective through interactional approach, which is believed that learners' speaking in interaction of real communication context is the one way to know the interaction process between speakers and their interlocutors, what strategies which are learners employed to cope with the problems in communication. Faerch and Kasper (1983) esteemed communication strategies verbal plan within a speech production through psycholinguistic approach, which is considered that mental processes of learners underlying their language behavior when dealing with problems of communication (grammatical, lexical and discourse) in speaking acts. Secondly, it seems that Tarone's (1983) taxonomy, not to differentiate the position of achievement/compensatory and avoidance/reduction strategies as the main categories, he explicitly stated such as avoidance, paraphrase, conscious transfer, appeal for assistance, and mime as the main categories. Meanwhile, Faerch and Kasper (1983) more clearly in categorizing the position of each communication strategies in which they explicitly stated achievement/ compensatory and avoidance/reduction strategies as the main categories, then following by sub-categories. In addition, they included the linguistic system and functional aspect in the taxonomy, so it seems to be more complex than what Tarone's (1983) work.

Concerning those various kinds of communication strategies proposed by Tarone (1983) and (Faerch and Kasper, 1983), they were able to be categorized into two types of strategies, namely achievement/compensatory strategies and avoidance/reduction strategies. Learners may employ achievement/compensatory strategies in an attempt to deal with problems in communication directly by using alternative in order to get the message across. They enable the learners "work on an alternative plan for reaching their original goal by means of whatever resources are available. These strategies are regarded as good learners' behaviors" (Nakatani, 2006:151). Through achievement/compensatory strategies there are some strategies in which the learners may employ in such as word coinage, language switch, paraphrase, circumlocution, interlingual transfer, intralingual transfer, cooperative strategies, non-linguistic strategies, and retrieval strategies. Otherwise, the learners may rely on the avoidance/reduction strategies if they are not able to convey or understand the message to or from the interlocutors. These strategies enable learners to avoid or reduce the message which they are not able to convey and understand. This coincides with Nakatani's (2006:151) argument that the "learners avoid solving communication problems and give up on conveying their message. These behaviors affect interaction negatively and are common among low proficiency learners". By means of avoidance/reduction strategies, the learners may avoid topic of message, message abandonment, replace the message, reduce the content of the intended message, formal reduction (using reduced system to avoid producing non-fluent or incorrect utterances) and function reduction strategies (avoiding a specific topic or giving up sending a message) so that they keep the message within their communication resources. Thus, those taxonomies here are not meant to be the final

categorization of communication strategies, but they are used here as the needs of the starting point for using in a speaking class.

III. VERBAL AND NONVERBAL COMMUNICATION STRATEGIES

Providing effective guidance in developing theories of verbal and nonverbal communication strategies, it is necessary to discern the difference between theories of verbal and nonverbal communication. The components of these theories are underpinning the theories of verbal and nonverbal communication strategies. Bialystok (1990:116) stated that communication strategies as part of general theory of communication which includes verbal and nonverbal communication. Strazny (2005:220) argued that so far we have concentrated on the two forms of verbal communication: written and oral communication, but human communication may also be nonverbal. This coincides with Hurt (2012:1) who argued that verbal and nonverbal communication are part of the backbone of people. They are necessary to people getting along with each other and building the cultures they call their own. Studying communication means understanding the basic of what make verbal and nonverbal communication both different and similar. It is possible to separate these two types of communication, but more often they occur together, especially in the face-to-face communications we engage in every day.

a. Verbal communication Strategies

In terms of verbal communication strategies, it necessitates to relate to verbal communication theories that underlie the theories of verbal communication strategies. Verbal communication often refers to the use of words or verbal languages in communication (Knapp and Hall, 2002:1). Verbal communication encompasses more than just spoken language, however, in this study is going to look closely to oral (spoken) communication. Lam (2006:142) stated that "strategies for second language (L2) oral communication are commonly known as communication strategies". In relation to the verbal communication, so verbal communication strategies are used to convey and receive or exchange of messages using orally spoken words or languages to overcome the problems which disrupt communication. Tarone (1983:62-63) and Faerch and Kasper (1983:38-52) depicted that verbal communication strategies such as approximation, word coinage, circumlocution, literal translation, language switch, paraphrase, restructuring, and using all strategies through words or spoken languages .Using these strategies can help improvement of learners' verbal communication skills.

Verbal communication, however, can also be used together with nonverbal communication concurrently. For instance, the relational perspective suggests that meaning construction between a speaker and hearer provides the context for interpersonal communication. In other words, when people meet others interpersonally, their primary task is to communicate who they are, particularly their attitudes toward relevant objects in the environment. The speaker infers similarity to his partner either from verbal or nonverbal cues. If similarity is detected, it is experienced as support to their attitudes and often results in increased interpersonal attraction (i.e. making friends, gaining acceptance) that can be done either through words or body language and gestures (Keegan, 2004).

b. Nonverbal Communication Strategies

With regard to nonverbal communication strategies, it is imperative to connect to nonverbal communication theories underlying the theories of nonverbal communication strategies. Nonverbal communication refers to communication that is produced by some means other than words such as eye contact, body language, or vocal cues (Knapp and Hall, 2002:1). Bonvillain (2005:35) explained that nonverbal communication makes use of both kinesics and proxemic acts. The term kinesics refers to gesture, facial expression, eye contact, and body postures, while proxemics includes uses of touch and definitions of personal space. In line with Bonvillain (2005), Panagiotis (2012) stated that nonverbal communication or *body language* strategies include facial expressions, gestures, eye contact, posture, and even the tone of our voice. In connection with nonverbal communication, then nonverbal communication strategies are the ways to convey the meaning through using body languages or all behaviors that are not words or nonverbal language.

Moreover, Thompson (2003:98) illustrated that the term nonverbal communication, or body language as it is also commonly known, refers to the bodily movements which accompany speech and which add meaning to the interaction. The term kinesics is used to refer to a study of movements in general, and so the study of nonverbal communication can be seen as a subdivision of kinesics. Nonverbal communication can be subdivided into a number of main components as follows.

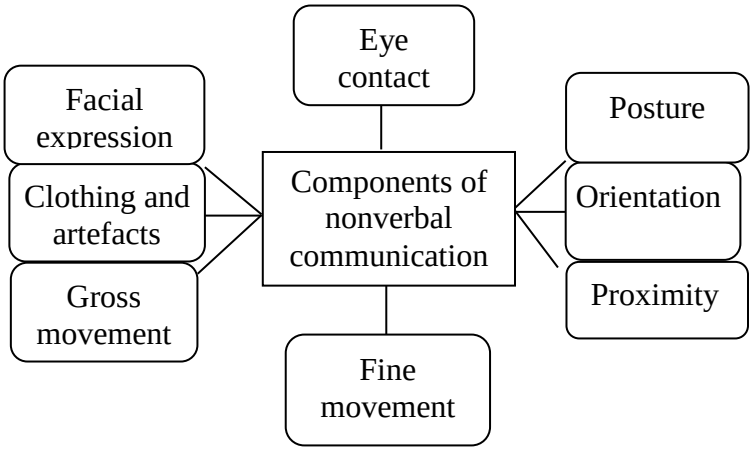

Figure 2 Components of Nonverbal Communication (Thompson, 2003: 98)

Facial expression. The people face is extremely expressive, able to express countless emotions without saying a word. Unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures (Panagiotis, 2012). Facial expression is an important nonverbal strategy. It is "a powerful convey of meaning" (Harmer, 2007:44). Harmer further argued that smiling is an almost universal signal of pleasure or welcome. Other facial actions, such as biting lip (indicating thought or uncertainly), compressing the lips (to show decision or obstinacy), and visible clenching of the teeth to show anger are all powerful conveyors of meaning too. This is in line with (Thompson, 2003:97) who commented that facial expression can appear in a number of ways, but the most obvious use is smiling. However, this strategy also refers to other significant gestures such as raising an eyebrow. This is often one of the most noticeable aspects of nonverbal communication strategies, as it is very common practice for learners to look at each other's faces when communicating.

Eye contact. Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way people look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's response (Panagiotis, 2012). This coincides with Thompson (2003:97) who argued that eye contact is very important and a very powerful means of communication. It can be used for a wide variety of purposes ranging from establishing solidarity and concern through to being threatening and intimidating. Eye contact conveys a lot about how people feel about themselves and the people they are communicating with. Luft (2012) stated that eye contact have different meanings for different people. It is sometimes used to signify the gravity of a verbal statement. It can sometimes imply that more has been meant, or understood, than can easily be expressed verbally. It can provide a sense of emotional connection, with a variable degree of intimacy. It can also carry the suggestion (not necessarily correct) that no part of the truth is being with held from the receiver.

Posture. The posture we adopt in sitting or standing can say a lot about our frame of mind or our emotional state (Thompson, 2003:98). Harmer (2007:44) stated that posture can covey meaning, for example hunched shoulders and a hanging head give a powerful indication of mood. Furthermore, Panagiotis (2012) argued that consider how your perceptions of people are affected by the way they sit, walk, stand up, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and subtle movements.

Orientation. Whether we face towards someone or away from them can speak volumes about our attitude toward them, how we value them (or not) and perhaps even our intentions towards them. For example, turning away from someone can be very powerful gesture indeed (Thompson, 2003:98).

Proximity. How closely or otherwise we sit or stand in relation to someone can be very meaningful indeed. For example, many hospitable and friendly teachers have been taught out by fact that their proximity indicated to students a greater degree of intimacy (Thompson, 2003:98). Proximity is also both a matter of personal style and of culture: what may seem normal to a speaker from one culture may appear unnecessarily close or distant to a speaker from another. And standing close to someone may be quite appropriate in some situations such as an informal party, but completely out of place in others, such as a meeting with a supervisor (Harmer, 2007:44).

Fine movement. This refers to small movements of parts of the body which can be very significant, for example, a nod of the head, a wave of the hand or a furrowing of the brow. These can often be very subtle, but none the less very significant in the message they convey and the impression they create (Thompson, 2003:98).

Cross movement. This refers to more large-scale movement of the body of parts of the body. Walking or running away from someone would like the clear examples of this. These are often associated with more extreme situations, but do none the less occur quite frequently. For example, at a social gathering, someone may talk the long way round to where they want to go in order to avoid a particular individual that they do not wish to interact with (Thompson, 2003:98).

Clothing and artefacts. In the majority of situations, the clothing we wear will say something about how we perceive that situation. For example, wearing formal clothing at a court appearance or job interview indicates respect and that we are taking the proceedings seriously (Thompson, 2003:98).

Gestures. Gestures are woven into the fabric of people daily lives. People wave, point, beckon, and use their hands when they are arguing or speaking animatedly, expressing themselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it is important to be careful to avoid misinterpretation (Panagiotis, 2012). In terms of gesture strategy, it includes purposeful of head, shoulders, arms, hand, or some other part of the body to deliver or receive messages in communication. The learners often use gestures strategies in speaking, even though they may not be aware of them. Harmer (2007:44) explained that using gestures strategies to indicate wide range of meanings, although the actual gestures the learners use may be specific to the particular cultures.

However, using of nonverbal with verbal CSs helps to deliver the messages more effectively. Thompson (2003:82) argued that nonverbal strategy is not only an important part of assertiveness, but also as a significant part of successful interpersonal encounters in general. It also refers to the bodily movements which accompany speech and which add meaning to the communication. This coincides with Faerch and Kasper (1983:52) who argued that although nonverbal strategies are sometimes used as the learners' one and only attempt at solving a communication problem; they are often used to support other verbal strategies. Learners convey the meaning not only through verbal strategies but also through nonverbal strategies.

IV. CONCLUSION

Communication strategy (CS) can benefit the learners in improving their English speaking skill and also is considered as the matter that facilitate the learners when linguistic and sociolinguistic knowledge is limited in conveying and understanding the message with interlocutors in taking turns speaking. Other benefits of communication strategies, such as the learners' speaking proficiency development is

influenced by their ability to use communication strategies; and they lead the EFL learners to learn by eliciting unknown TL words from the interlocutors. The use of a communication strategy in oral communication is not an indication of communication failure, but it is a part of language use which can be very successful for the learners to surmount their communication problems to reach communication goals.

Achievement/compensatory strategy is an attempt to deal with problems in communication directly by using alternative in order to get the message across. It enables the learners "work on an alternative plan for reaching their original goal by means of whatever resources are available. Through achievement/compensatory there are some strategies in which the learners may employ in such as word coinage, language switch, paraphrase, circumlocution, interlingual transfer, intralingual transfer, cooperative strategies, non-linguistic strategies, and and so forth. Otherwise, the learners may rely on the avoidance/reduction strategies if they are not able to convey or understand the message to or from the interlocutors. These strategies enable learners to avoid or reduce the message which they are not able to convey and understand. By means of avoidance/reduction strategies, the learners may avoid topic of message, message abandonment, and so forth.

Verbal communication strategies such as topic avoidance, message abandonment, approximation, word coinage, circumlocution, literal translation, language switch, appeal for assistance, foreignizing, paraphrase, self correction, comprehension check, self-repetition, restructuring, and using all strategies through words or spoken languages. Meanwhile, nonverbal communication makes use of facial expression (as such smilling and laughing), eyes contact, and gestures(as such head nodding, head shaking, hand raising, hand moving, thumb up, drawing something, and so forth).

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THE USE OF NON LINGUISTICS MEANS STRATEGIES AS A SPEAKING-PROBLEM SOLVING IN EFL LEARNERS' SPEAKING CLASS

SYAMSUDIN
syamsudinuin@yahoo.com
State Islamic University, Malang, Indonesia

ABSTRACT

This study is about the use of non-linguistic means strategies as a part of communication strategies by the English Department students as a means to solve their speaking problems. This paper aims at discussing the result of some observations and interviews to two students in the use of non-linguistic means strategies to solve their speaking problems. I am interested in discussing this topic because the use of non- linguistic means strategies has helped EFL learners solve their speaking problems in speaking class. It is necessary for the EFL learners to know more about non-linguistic means strategies as a part of communication strategies so that they might develop their speaking skill.

Keywords: use of non- linguistic means, communication strategies, speaking-problem solving.

A. INTRODUCTION

One of the important skills that learners might learn in EFL learning is speaking. Speaking is very important because by mastering speaking learners might express their ideas to the interlocutors well. However to master speaking is not an easy thing. There are many students who have learned English for some years but they are still difficult to speak English fluently. In accordance to this, Brown (2007) states that learners' difficulty to master speaking are due to the facts that learners have to focus on forms and function of the language. In addition, speaking has two sequential phases: planning and execution. Planning is done when speakers think of what utterance to influence the listeners and execution is the realization of planning into words, phrases and sentences. Phases in speaking might make learners get difficulties to master this skill. To solve the difficulties in speaking, EFL learners need to understand well about Communication Strategies (Ellis, 1994). Communication strategies are strategies that learners might use to solve their speaking problems. Using communication strategies learners might solve their speaking problems to meet their communication goals (Dornyei, 1995). Related to communication strategies, this study is going to discuss the use of non-linguistic means strategies as devices to solve learners' speaking problem. This study is more specifically going to discuss the reason and the context why those learners used non linguistic means strategies to solve their speaking problems. It covers the description of research methods, discussion of findings related to theories of communicative competence, learners' proficiency, communication strategies, some other research findings and conclusion

B. DESCRIPTION OF RESEARCH METHODS

In conducting this research, I used a qualitative case study design. A case study is a detailed examination of one setting, or a single subject, a single depository of documents, or one particular event (Merriam, 1988). In a qualitative research in education, the researcher depends on the research participants. The researcher collects the data from the subjects in the form of words and he describes and analyzes these words based on themes (Creswell, 2002:46). The strength of qualitative data is their richness and wholeness, with strong potential for revealing complexity; such data provide "thick description" that are vivid, nested to the real context and truthful (Miles and Huberman, 1994). In this research, I used two EFL learners as the subjects. Subject1 is identified as Tam and subject 2 is identified as Din. These two EFL learners were chosen based on their criteria of being very active in the speaking class and having good speaking skill. In this study, I focused on their use of non-linguistic means to solve their speaking problems.

The data are the particular information that shapes the basis of analysis. Data would include all things that people are doing in the study. Data would also consist of what others have created and the researchers find such as diaries, photographs, official documents, and newspaper articles (Bogdan and Biklen, 1992). In addition, data refer to all information needed and are collected by the researcher as the basis to answer the research questions (Susanto, 2010). The data in this research were in the form of learners' verbal and non-verbal expressions or behaviors. Learners' verbal expressions were got from the utterances expressed by the learners when they had conversation and discussions with their speaking partners. These learners' verbal expressions were recorded and then transcribed to produce transcribed data or texts. And learners' non-verbal behaviors were in the form of hands movements, eyes contacts, mimes and smiles. These learners' non-verbal behaviors were got when they were having conversations or discussions with their speaking partners.

The data were collected through observation and in-depth interview. In the observation, I acted as the non participatory observer and I observed the subjects when they had conversations and the discussions with their friends. During the observation, I recorded learners' utterances using a mini recorder and noted some expressions or behaviors that they did throughout the conversation or the discussion. Next, I interviewed them in what context and why they used non linguistic means and filler strategies in the conversation. Afterward, I transcribed the recorded data and discussed the transcribed data related to some theories of learners' proficiency, communicative competence, communication strategies and some other research findings on communication strategies.

C. DISCUSSION ON FINDINGS

The subject 1, Tam often employed use of non-linguistic means strategies. This happened when he was having a conversation with one of his lecturers in the English department office. The situation in the office was quiet enough so that they both enjoyed their conversation. In the conversation, the subject 1, Tam was found to use some expressions like hands movements, eyes contacts and smiles. For example, when he told that he had speaking class at 06.30 he expressed it by using his hands to show the word 'six'. He said: "…ee actually I have class at six and thirty…". It also happened when he said that his lecturer could not come at that time due to go to Jakarta. He said that his lecturer would come to the class next week. He said: "…she went to Jakarta and she will go back to here ee next week". He stated the words six and next week by using his hands. At the same time, he also employed eyes contacts during the conversation. He smiled several times to his speaking partner while nodding. He used some expressions like the use of hands movements, eye contacts and also smiles to convince the interlocutor. The use of non linguistic means strategy was very important for him because it could help him express what he wanted to say. Besides, he stated that it create a communicative speaking. Further, he stated that non linguistic means strategies have helped his speaking partner understand him easily.

An important point to be noted here is that Subject 1, Tam used non linguistic means strategies using some expressions like hands movements, eyes contacts, and also smiles during the conversation. It was done because he found that by using the use non linguistic means strategies he felt relaxed so that he could express his ideas fluently. He further stated that the use of non linguistic means strategies might help the interlocutor understand him easily.

Subject 2, Din employed non linguistic means strategy. It was known when the subject 2, Din was discussing with his two other friends about favorite food. The discussion took place in the Cordoba cafeteria. During the conversation, the subject 2, Din was found to use some expressions like *hands movements, mimes, eyes contacts, and also smiles.* In this case, he often employed hands movements during the conversation. For example, he employed it when he wanted to describe how to make *soto.* He said:"…// *Soto ayam* is ee // the food that is made from chicken and / rice and some / soup and I like to eat that because it is really / ee / ee fresh to be my ee my lunch //…". In telling about how to make *soto,* he used his fingers to tell chronologically to count for the rice, chicken and soup. At the same time, he was also doing some smiles, eyes contacts and mimes during the conversation.

Then, he frequently looked at his speaking partner when he was speaking. He expressed some smiles during telling and also mimes. He stated that eyes contacts could convince the interlocutor to believe what he was saying. He said that these strategies were very important because by using these strategies he could feel more enjoyable and comfortable during the conversation. Further, this feeling could influence him to speak fluently. He said: " … to lose my nervousness / I I use my hands // … I feel comfortable to speak when my hands move…". Thus, an important point to be noted is that Subject 2, Din used non linguistic means strategies using some expressions like hands movements, eyes contacts, and also smiles during the conversation. By using the use of non linguistic means strategies he felt enjoyable and comfortable. He further stated that

the use of non linguistic means strategies might help him speak fluently and also might help him convince his speaking partner.

From the findings above, an important point to be noted is that both EFL learners faced some problems when they were speaking. Their speaking problems were caused by linguistic problems such as being lack of vocabularies or grammar mastery. In relation to learners' speaking problems, Bialystok (1990) states that shortage of linguistic elements might bring gaps of knowledge of second language. In speaking these gaps might influence fluency. Next, Ellis (1994) states that learners' problems in speaking are generally caused by their lack of mastering some elements in L2. In general, the shortage of the second language might be in the form of a word, a structure, a phrase, a tense marker or an idiom. Then, learners' limitedness on second language might cause difficulties in speaking (Stern, 1983). Finally, learners' limited or imperfect knowledge of rules in EFL might bring communication problems (Karimnia and Zade, 2007).

Dealing with the importance of mastering linguistic elements to develop speaking, Nunan (1991) states that to be able to speak well, learners should master some language elements such as grammar, vocabulary, intonation, pronunciation, stress, and the choice of language functions. Both learners agreed that communication strategies might help them solve their communication problems. Using communication strategies they might reach their communication goals. Some of the communication strategies that they employed frequently during communication were using non-linguistic means strategies. To handle their speaking problems both learners used non linguistic means strategies. Using non linguistic means strategies as parts of communication strategies, they might solve their speaking problems. In this case mastering linguistic elements such as grammar, vocabularies, and pronunciation is important to develop EFL Learners' speaking skill. This is relevant to Dornyei (1995) who states that communication strategies are the strategies that learners employ to handle their communication problems. Next, using communication strategies learners could resolve their linguistic problems and talk more comprehensibly (Bialystok, 1990). By employing communication strategies learners might handle their communication problems due to their linguistic problems. For example, when learners try to communicate and the needed linguistic items are not available, they might employ communication strategies to achieve their communication goals. Using communication strategies, a central component in interlanguage, learners might handle their limitedness in interlanguage resources (Ellis, 1994). This is in accordance to Rababah's (2001) finding that the use of communication strategies can solve learners' communication problems.

Next, the study found that the communication strategies used by the learners might be in the form of verbal and non verbal mechanism. It was shown by their use of certain communication strategies in repeated times when they faced some communication problems. For example, in the **verbal mechanism,** they employed fillers when they needed time to find of the next words or expression they wanted to say. In the **non verbal mechanism,** they employed use of non linguistic means strategy to handle their communication problems such as the use of eyes contacts, smiles, nodes, and also hands movements. In relation to the conscious use of verbal and non verbal communication strategies by the students, Brown (1987: 180) states that communication strategies are a conscious employment of verbal and nonverbal mechanism to communicate ideas when precise linguistic forms are not available to the learners during

the communication. The study found that both learners used non linguistic means and fillers strategies consciously in speaking. They realized that communication strategies might help them solve their communication problems. It was shown by their use of certain communication strategies again and again during communication. In relation to the use of communication strategies consciously in communication, Faerch & Kasper (1983) state that communication strategies are learners' conscious plans for solving problems in reaching communicative goals.

Next, the study found that both learners liked use communication strategies to handle their communication problems during communication. It was found that their interlocutors could understand them when they employed certain communication strategies to reach their communication goals. This mutual understanding had made them have more fluent conversation to reach their communication goals. Dealing with the function of communication which might create learners' mutual understanding/meaning during communication, Tarone (1980) states that communication strategies might make learners create mutual understanding with their interlocutors. Next, this might bring to attain the required meaning when requisite meaning structures are not shared. In addition, communication strategies are systematic ways used by learners to express meanings when they face some difficulties (Corder,1977). Thus, learners who stress the importance of using the language often use communication strategies (Wenden and Rubin, 1987).

The study indicated that learners' usage of communication strategies in speaking was influenced by learners' language proficiency. This study agrees with Mei and Nathalang's (2007) and Huang's (2010) finding stating that the usage of communication strategies was influenced by language proficiency. Afterward, in relation to the language ability and proficiency, Skehan (1986a, 1986b, 1990) reported significant correlations between aptitude and measures of all for language skills including speaking. In addition, there was strong correlations strong correlation between language aptitude and L2 proficiency (Harley and Hart, 1997). Language aptitude predicts successful learning in learners with formal as well as informal learning experience and correlates with measures of communicative as well as controlled language use (Ellis, 2008). The data indicated that both learners used some communication strategies. And one of the communication strategies that they used frequently was the use of non linguistic means. Using non linguistic means strategies they might solve their speaking problem due to their limited vocabularies. In addition, they became more relaxed, comfortable, convincing, and communicative so that the conversation might work well and the interlocutor might comprehend them well. Next, the study found that being classified as the proficient learners both learners employ communication strategies efficiently. For example, they were found to use more verbal and non verbal communication strategies such as hands movements, eyes contacts, smiles, and other expressions during communication. In this case, the use of communication strategies reflects learners' language development. The finding of the study above is in accordance with Ellis (2008) who concludes that the strategies that learners choose to use reflect their general stage of L2 development, proficient learners tend to use learning strategies more frequently and qualitatively in different ways than learners who are less proficient and different kinds of learning strategies may contribute to different aspects of L2 proficiency.

The findings of the study agree with Stern's (1975) about the characteristics of good learners. In this case, there are some strategies in language learning done by good language learners such as formal strategy, experimental strategy, semantic strategy, practice strategy, communication strategy, monitoring strategy, and internalization strategy. The study found that both learners were more active in speaking using communication strategies. They liked to practice speaking with others as part of their social learning strategies. They liked to monitor others in term of their speaking proficiency and it was done to improve their English. For example, they were brave to ask for the tips to be able to speak fluently to their interlocutors when they found that their interlocutors could speak English well and fluently. This kind of bravery by asking to the interlocutors was part of their motivation to be able to speak fluently. They tended to use English during communication and tried to avoid using their native language. They tried to find as many exposures as possible to find speaking partners to practice speaking with them so that they might improve their English. It was proven when they joint some extra organizations where they might improve their English there. Thus, based on the description above, both learners might be classified as good language learners.

The study found that both learners were found to speak more enthusiastically and fluently. It was shown in the conversation and the discussion that happened with them in the classroom and outside the classroom. They employed non linguistic means strategies frequently. The study indicated that both learners were very motivated to improve their speaking. It was shown by their activeness in joining some organizations to improve their English like Advance Debate Club (ADC), Malang Debating Union (MDU), and Forum For Indonesia (FFI) Malang. In relation to the use of communication strategies and motivation, this study agrees to Gardner (1985) in Ellis (2008) who state that motivation could gives a causative variables and modification of learners' attitudes could arise of a result of positive learning experiences. Further, Spolsky (1989) in Ellis (2008) states that greater motivation and attitudes lead to better learning.

Finally, both learners agreed that use of non linguistic means strategies as parts of communication strategies might help them develop their English speaking. It is known from Tam's statements:"…the use of communication strategies helps me a lot to handle problems in speaking. Communication strategies can improve my spe[illegible] since some strategies help me find out a way to deliver a message… The us[illegible] language also helps me to support me in speaking...".

D. CONCLUSIONS

In brief, an important point to be noted is that both EFL learners got some speaking problems in communication. These speaking problems were due to their shortage of linguistic elements such as being lack of vocabulary mastery. Both learners used non linguistic means strategies to solve their problems. Using non-linguistic means strategies they might feel relaxed and comfortable so that they might solve their speaking problems and continue speaking to reach their speaking goals. Principally, non-linguistic means strategies as parts of communication strategies are very important for EFL learners to develop their speaking skill. These strategies might help EFL learners improve the quality and quantity of learners' speaking practices, both in class or outside class. The use of non linguistic means strategies has made learners become more motivated and enthusiastic to do more speaking practices. Thus, it is necessary for

the learners to practice speaking using communication strategies, more specifically the use of non linguistic means strategies, continuously and to improve their linguistic elements such as grammar and vocabularies so that they might speak better and fluently.

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