NCTI

Proceeding 1st National Conference on Teaching Innovation 2019

“Empowering Teachers for Industry 4.0 ERA”

Surabaya, 14 September 2019

by: Bina Guru

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The 1st NATIONAL CONFERENCE ON
TEACHING INNOVATION 2019

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‘Empowering Teachers for Industry 4.0 Era’

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Publisher:

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ISBN: 978-623-7563-00-6

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Preface

This first National Conference Proceeding is published with sincere motivation specifically to accommodate the ideas of the teachers, lecturers, researchers, and students in their participation in developing innovation in teaching and technology. The proceeding is the output of the 1st National Conference on Teaching Innovation 2019 that was held on September 14, 2019, in Surabaya.

The proceeding is consisting of 19 full papers from 11 different topics, such as:

1. Language policy and Curriculum
2. Material development in Language Education
3. Technology-enhanced Language Learning
4. Language Assessment
5. Teacher Assessment Development
6. English for Young Learner
7. Multiliteracies in Applied Linguistics
8. Learner or Teacher Identity
9. Linguistics and Literature in Language Learning
10. Multilingual Education, and
11. Teacher Professional Development.

Foreword

Dear Presenters and Participants

On behalf of the organizers and committees, it is pleasure to welcome you to the National Conference on Teaching Innovation 2019 hosted by English Education Department, STKIP Al Hikmah. This conference was conducted to provide an opportunity for the teachers, students, lecturers to take part in academic forum as presenters and participants

The theme of this conference is ‘Empowering Teachers for Industry 4.0 Era’. It was chosen to accommodate thoughts and experiences of English Education Students, teachers, and lecturers in developing their knowledges and skills to compete with other in the Industry 4.0 Era. Besides, it can equip the students to build their pedagogical knowledge and research so that they can contribute in national and international academic forum, and also prepare themselves to survive in the challenge in the future. Thus, the sub-theme of this conference were language policy and curriculum; materials development in language educations; technology-enhanced language learning; language assessment; teacher assessment development; English for young learners; multiliteracies in applied linguistics; learner or teacher identity; linguistics and literature in language learning; multilingual education; and teacher professional development.

Your presence and contribution for the National Conference on Teaching Innovation 2019 is helping to further develop this meaningful forum and National Proceeding is published. This collection of articles involves theoretical review and research based related to the issues of NCTI themes.

Finally, we would like to express our sincere gratitude and appreciation to all presenters for the willingness to share the latest research and experienced related to the English Language Teaching. Without your effort this conference and the proceeding would not be possible to hold. We look forward to join the next conference on the following year.

Bina Guru
STKIP Al Hikmah

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USING LITERARY TEXTS FOR TEACHING EFL IN SECONDARY SCHOOLS

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Abstract: Literary texts are considered ‘difficult’ by most EFL students. That is why they are hardly ever chosen as teaching materials in the EFL classroom, especially at the secondary schools. However, the fact that both language and society (Wardough, 2006) are intertwined and literature is the mirror of the society (<http://baltimorepostexaminer.com/essay-literature-mirror-society/2017/11/09>) makes it impossible for teachers to neglect literary works. This paper will discuss the importance of using literary works for teaching EFL and the advantages of using literary works for teaching English as a foreign language in secondary school, and using literary works to teach EFL.

Key words: Literary works, EFL, secondary schools.

The issue of education in the disruptive era of industrial 4.0 makes educators think about preparing students to be competitive human resources. This is due to the fact that the development of technology has revolutionary changed the world into a global village in which borders among countries no longer exist. The consequence is that work-force competition is no longer a local or national affair, but it has become an international affair. To be competitive, both job-seekers and job-providers should not only possess hard-skills to do their day-to-day tasks, but also soft-skills. This is due to the fact that one’s success in life is not only determine by his ability in executing the day-to-day routine, but more often by his ability in coping with non-technical matters.

Unfortunately, the emphasis of schooling in Indonesia has now shifted

from education to teaching. At school, students are taught science and knowlegde. Those who earn high scores on tests are considered to be successful learners, while under-achievers are losers. The phenomenon of ‘pass’ and ‘fail’ in the national examination is one of the indicators that students are demanded to be high achievers if they are to succeed in schooling. This condition makes both students and parents think that they must work hard to achieve the goal to be high achievers by doing whatever they can. This might due to the fact that schooling is seen as formal education in which teachers instruct students in courses of study within institutions. As a consequence, schooling has lost its primary function, education, i.e., to acquire knowledge and skills needed to function in one’s culture.

The fact that in order to function in a culture one not only needs hard skills, i.e., science and **knowledge** but also soft skills, i.e., the ability to interact in both socially and culturally acceptable and appropriate manner, teachers are now encouraged to include character building education in their classrooms. It means that nowadays English teachers are expected not only to teach English but also character to their students.

Why using literary works for teaching EFL

The objective of the teaching of English in secondary school nowadays is, in general, to enable the students to communicate in the target language properly and appropriately in a variety of text-types as stated in the curriculum (Kemendiknas, 2013). That is why, the emphasis of the English lesson to make the students practice using English for both receptive, i.e., listening and reading, and productive skills, i.e., speaking and writing. May be that is one of the reasons English textbooks recommended by the government shows most of the materials presented in the textbooks are of language components (vocabulary and structure) and skills (reading, listening, speaking, and writing) exercises. To enable the students to communicate properly and appropriately, however, ones do not only need the mastery

of language components, but also other aspects of language, i.e., culture since language and culture cannot be separated (Lestari, 2010). The fact that literature is the mirror of the society (Wardough, 2006) and culture encompasses religion, food, what to wear, how to wear it, language, marriage, music, what is believed to be right or wrong, how to sit at the table, how to greet visitors, how to behave with loved ones, and a million other things" (De Rossi, 2017), it is worth considering the use of literary work as alternative material for teaching English as a second or foreign language.

One the reasons for not using literary work in English classroom is the difficulty of the language. It can be understood as normally authors write literary works from the targeted audience, i.e., the speakers of the language. However, nowadays, literary works are not only available in unabridged format. Simplified readers are also available in the market, both in hard and soft copy formats, online and offline, free-accessed and paid/subscribed. There are a number of major EFL book publishers have launched such publication. The gradation of the materials has also been made in such a way, from the lowest level until the more advanced one, so that teachers can choose the ones suitable for the students. Hopefully, after the students can reach the highest level

of the simplified collection, they will be able to read authentic books.

Character is defined as a set of qualities which make somebody or something distinctive, especially somebody's qualities of mind and feeling (Encarta Dictionary, 2009). It is the personal trait of individual and molded since young age. The word 'character' is originated from *charassein*, a Greek word, which means 'to engrave.' Ki Hajar Dewantoro, one of the most prominent Indonesian educators, once said that “...pendidikan adalah daya upaya untuk memajukan bertumbuhnya budi pekerti (kekuatan batin, karakter), pikiran (intellect), dan tubuh anak. Bagian-bagian itu tidak boleh dipisahkan agar kita dapat memajukan kesempurnaan hidup anak-anak kita.” In order that one can become a man of character, a kind of guidance how to behave and act appropriately in the society is needed.

Character is not studied, lectured, nor discussed. But it is learned and practiced through models (Dahlan Iskan in ‘*Leaders with Character*’, a talk show on Metrotv 5 February 2012). When talking about models for character building, literature is the place where readers can find the miniature of a society where a number of characters interact with each other to solve conflicts. This is in line with Wardaugh's (2006) idea that language and

society are intertwined and literature is the mirror of the society. In literary works, there must be conflicts the characters try to solve. There must also be protagonist(s) and antagonist(s) in it and each character tries to ends the conflict(s) using his/her own way. That is why when reading literary works, readers will see that there are people who can be models in their lives.

In addition, when learning a language, students need to be exposed to the society where the language is used. Using literary work as alternative materials will make the students aware of how the language is used by the society who speaks the language. Indirectly, it will also introduce the students to the English culture since culture is closely intertwined with the language. As a result, the students' insight on the existence of other cultures which are different from that of theirs also develops which in the end will increase tolerance.

Unfortunately, an early observation on English textbooks for both Junior and Senior High Schools shows that literary works are not used as teaching materials. Hence, it is the duty of teachers of English to intertwine the teaching of English with character building so that the mission of education, i.e., to make students become good and smart individual who can function in their culture can be materialized.

The advantages of using literary works for teaching English as a foreign language in secondary school

As mentioned previously, that the emphasis of the teaching of English in Secondary Schools in Indonesia is to enable the students to communicate properly and appropriately in the target language. It does mean that in addition to the mastery of the language components (grammatical competence), the students also need to master other aspects of language such as sociolinguistic, discourse, strategic, and actional competence (Celce Murcia, 1995 in Depdiknas, 2003). In order that the students can achieve the goals, it is important that the materials provided should cover all those aspects, one of which is literature. This is due to the fact that literature offers the potential to create an interesting multimedia experience and to introduce variety and more extensive exposure to English (Zoreda and Vivaldo-Lima, 2008). However, unabridged literature is typically appropriate for advanced learners only because of the difficulty of the language in it. That is why, to minimize the difficulty, graded literary readers can be an excellent choice since simplified novels are especially created for students of beginning and intermediate levels.

Graded literary readers which are carefully adapted from the original text to

match students' developing linguistic ability have been used to teach EFL since the beginning of the last century. However, when the communicative approach was beginning to reach its popularity, they were considered inappropriate for classroom use for inauthenticity (Bamford and Day, 1997 in Zoreda and Vivaldo-Lima, 2008). However, by the end of the 20th century there has been a reappraisal of graded literary readers' potential to promote language learning (Day and Bamford, 1998). It is reported that the use of EFL graded readers supports the linguistic and psychological benefits to the EFL students, including increased motivation, reading speed, vocabulary development, discourse awareness, and meaning-focused input and output (Waring, 1997 and Nation, 2004 in Zoreda and Vivaldo-Lima, 2008).

Promoting enthusiastic and independent reading among students is important since there is a link between extensive reading and success in language learning (Krashen ,2004). Simplified literary texts can help fulfill this need by making content comprehensible and getting students excited about reading a large amount of interesting material. Fortunately, nowadays a number of graded literary readers which offer longer, interesting reading selections in different genres and at different levels have been published. Those materials are sometimes completed with

support materials such as lesson plans, activities, background information on the author, and complete pedagogical guides for using simplified novels and their film adaptation which make it easier for the teacher to use them in the classroom. Language can be best acquired when meaningful comprehensible input is received (Krashen and Terrel, 1983). The use of graded literary readers with simpler language and vocabulary is very relevant with this hypothesis.

In addition to grammar and vocabulary, the use of graded readers can be optimized when they are completed with the audio recording to maximize the amount of comprehensible input in educational program. The use of audio recordings of simplified novel will strengthen linguistic skills—e.g., better pronunciation, faster reading speed, and improved retention of vocabulary and grammatical structures—that enhances future readings (Prowse, 2002 and Taguchi, Takayasu-Maass, and Gorsuch, 2004). Combination of graded readers with their audio recording is recommended since it can vary classroom activities with interesting discussions, reading aloud activities, recreational listening, listening to tapes, and watching films. This is in line with Vygotsky's idea that scaffolding is a very important concept in any learning activities. It is believed that creating

affective and pedagogical support, including materials, experiences, peer interaction, and teacher-student interaction, through activities of increasing difficulty but are still achievable (McMahon, 1996 in Zoreda and Vivaldo-Lima, 2008) could challenge the students to learn better. The concept of scaffolding can be used as an essential consideration for teaching EFL using simplified novels and it can hopefully result in solid language gains and increased intercultural awareness in the learning of EFL. That is why it is salient that the teacher carefully prepares the scope and sequence of materials and activities so that they are engaging, appropriately challenging, and supported by collaborative efforts of the teacher and students.

Using (graded) literary works to teach EFL

It has been elaborated previously, that graded readers have a number of advantages for EFL teaching. Therefore it is recommended that teachers use them as alternative materials for teaching English as a foreign language. At present, in addition to the hardcopy version publication, publishers also provide the softcopy version in CD format or online version. The hard and softcopy version can be purchased in both conventional and online stores, while the online version will be available when users subscribe to the web providers. In

terms of price, the softcopy version will normally be cheaper than the hardcopy one even though for Indonesians they are still considered expensive.

However, teachers should not worry if they do not have enough money to purchase or to subscribe the graded readers. There are some free of charge websites providing graded readers with audio program for learners of any level. British council's website (<http://learnenglishteens.britishcouncil.org/study-break/graded-reading>) is one of them. In this website, various activities for pre-, whilst, and post-reading activity have been provided in this website so that students can work on their own. Another website which provide graded materials is Letsread.org, a website for those who learn to read. In this website, readers are provided with texts for reading from different part of the world with various languages, including English, Thai, Tamil, bahasa Indonesia, Javanese, and Minang. One story can be available in several languages so that readers may choose the ones suitable for them. It can be that one story is available in several languages so that readers can always have a look at the document written in the language he knows (if available) when finding difficulties with the English version. One of the objectives of this website is actually to provide graded readers for children of disadvantage in developing

countries. However, teachers of English (or any language) can make use of the materials to teach English as a foreign language provided that they follow the following steps (Canfield, nd):

Stage one: warmer

Prior to the reading lesson, teacher can start the lesson by presenting a warmer activity. It can be in the form of a short discussion that students do in pairs or a whole class discussion, guessing game between the teacher and the class, or a brainstorming of vocabulary around that topic. Another activity that can be done as a warmer is to have a glance at the source of the literature that will be used. For example, the teacher may ask the students about the author or the times he/she was writing in. Other activity for this step is giving some brief background information about the document to read, i.e., why this piece of literature is well-known.

Stage two: before reading

Prepare the students to read by (1) introducing the students to very difficult words that might be obstacles for the students to understand the text, (2) Giving the students some words from the extract and ask them to predict what happens next.

Stage three: understanding the text, general comprehension

Read the whole text to the students so that they can general information about the text.

After that, let the students read the text individually without giving them specific task to do. This is because one of the objectives of teaching literature is to arouse their interest and pleasure from the language. After that, ask the students to read the text again, ask them some comprehension questions or some key words used in the text. The teacher may also ask the students to explain their peers what they understand about the text.

Stage four: understanding the language

Discuss the unfamiliar words students can get from context. Certain elements of style used by the author can be discussed as sometimes some non-standard forms of language is used in literary work. Teacher can also look at the connotation of words which the author has chosen, if they are available.

Stage five: follow up activities

After discussing the content of the story, the language, and the diction, the teacher can finish the lesson by providing follow up activities, i.e., (1) ask the students to write what they think will happen to the main character or the other characters in the story, (2) Ask the students to write why certain character(s) do things as presented in the story, (3) ask students to imagine what they will do if they are to make a film based on the story read, (4) ask students that they would be doing if anything similar has happened to them, or (5) ask the students to

improvise a role play between two characters in the book.

Closing remarks

The use of graded literary work for teaching EFL offers a number of advantages. That is why it is recommended that teachers try to make use of them as alternative materials. They can also try to make the students read graded literary texts as extensive reading activities since it offers some advantages for the students, i.e., to acquire not only both language elements and skills, but also introduce them to the context when and where the language is used and to learn characters.

Since graded literary texts are now available not only in hard copy but also in the digital format, teachers can also teach their students digital literacy while teaching English. In this way, teachers not only teaching English as a subject, but they too teach the students how to search information from the internet which now has become one of the skills that should be mastered by students. Throwing two birds with one stone is the perfect proverb for such an action since in this way teachers also teach the students to learn touse the internet wisely.

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CONTENT LANGUAGE INTEGRATED LEARNING (CLIL) IN PANJI STORY TEXT'S TEACHING MATERIAL

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Abstract: Content Language Integrated Learning (CLIL) is a language learning approach that combines content and language. This approach is used for folklore learning in Vocational Schools through Panji stories that develop in the archipelago, especially in Kediri, East Java. Panji story is a classic story or oral literary work from East Java which is thought to have emerged since the golden era of Kadiri (Daha) which was then very popular during the Majapahit era. So that, it grew and developed throughout the archipelago, even to the Malay, Thai, Laos, Myanmar, and Cambodia regions. Panji is an exemplary figure of the past. Panji's example as someone predicted by the "Heroes of Culture" of the past was transformed into local art. By presenting Panji story as a text genre's teaching material in SMK as an effort to perfect the learning of vocational literature. Vocational students can expand their cultural knowledge, then apply the values of life that contain their culture in accordance with the identity of the Vocational School with the spirit of entrepreneurship. The local culture learned will be embedded in each individual as a cultural heritage of the community. This approach prioritizes the integration of Indonesian culture with the theory of language development that has been applied in the world. The content that is integrated in the teaching material of Panji story text is in the form of 4C as the application of CLIL, namely content, communication, cognition, culture (Community / citizenship).

Keywords: CLIL, Panji Stories, vocational schools

Introduction

Panji Story text is an innovation of learning material that exists in Indonesian language learning for X grade of vocational school with folklore text in the form of tale as its genre. Learning folklore texts with the main material in the form of tale reflects people's lives based on fictional stories illustrated in the past. Reflections on life through the tale can shape the culture of a particular society. This is similar to the *Panji* Story which has been entrenched in the Kediri region, East Java, as well as being a heritage owned by East Java.

The *Panji* story with all its cultural activities has been widely discussed in various cultural and scientific activities. However, efforts to strengthen cultural attitudes towards the *Panji* Stories that have developed have not been so apparent in learning activities in schools. Vocational schools in the Kediri region, East Java have not shown local culture-based learning such as *Panji* Stories. In fact, local culture-based learning by presenting *Panji* Stories can provide creative industry opportunities for students who can practice entrepreneurial skills from a young age. In addition, the characteristics and values of life in the

Panji Story can contribute in forming student's character in Indonesia.

Panji Story text learning is structured through activities that asking students to be independent and team learning activities. The presence of the *Panji* Story as literary learning material in SMK is an effort to refresh literary learning in SMK. The innovation of teaching materials is an effort to foster students' character and improve the quality of human resources in East Java, specifically realizing *Nawacita* through the development of education and culture.

The *Panji* story also continues to be received by readers of the wider community into a form of cultural art work, so that it develops and has a large influence on the creation of cultural art work in Java, Indonesia, and even in Southeast Asia. This classic story not only concerns local literature but also involves aspects of history, archeology, anthropology, agriculture, politics, and broad aspects of culture (Manuaba, 2013: 57). The universal values contained are also worth studying to improve the quality of students' traits and behaviors, foster a love for place of birth, and foster a love of the motherland. This is in line with the aim of literary learning at SMK which involves students in assessing personality, culture, social, and aesthetic values (Kemendikbud, 2016: viii). The *Panji* story also became an icon in East Java through the *Panji* Cultural Conservation

Program, a concrete manifestation of a series activities with a *Panji* story theme considered to be an heirloom of Indonesia's cultural heritage.

Learning local culture for vocational schools can fill academic needs towards a competitive corporate world. Vocational students can expand their cultural knowledge, then apply the values of life that contain their culture in accordance with the identity of a vocational entrepreneurial spirit. The local culture that is learned will be embedded in each individual as a cultural heritage of the community.

***Panji* Story Text Learning**

Indonesia's latest curriculum at the Vocational School includes literary learning based on the genre of text in the form of folklore texts. Some literary research says folklore affects the character development of students in accordance with the values developed. The government has also provided teaching materials for optimizing the learning of folklore texts in X grade of vocational schools. However, the teaching materials have not been oriented to the corporate world and the growth of students' character. The teaching materials available have not touched the local wisdom values of vocational students in East Java. Minimal vocational literary content requires an innovation that elevates a culture to a global society. In addition, the

content of language competence needs to be strengthened in every learning, especially integrated in teaching materials.

Panji story learning is an innovation in literary learning at vocational school (SMK). The Panji story is a classic Javanese original and is considered as Indonesian cultural heritage (Manuaba, 2013: 57). In line with Robson's statement (1996) that the starting point of interest in the Panji stories was, and is, the recognition that they represent a portion of the original creative production of the Javanese in the field of literature. Precisely as this classic Javanese story, the Panji story becomes a research study of various points of view by world researchers.

The Panji story is a story about *Raden Panji Asmarabangun*. This story has existed since before the Majapahit Kingdom. However, this story was popularized during the Majapahit Kingdom. Cahyono (in Manuaba, 2013: 59) states that the Panji figure is a skilled figure in the arts, a Javanese *maecenas* of the past. Banners are told as musicians, dancers, drama performers and poets. He is a role model of the past, and his behavior is a wise example in developing the environment in ways that are loaded with ecological values. The exemplary of Panji as a person predicted by the "Cultural Heroes" of the past, was transformed into local art.

Manuaba (2013: 62) mentions five fundamentals of Panji Culture. First, the complexity of the Panji's exemplary. Second, the transformation stories from the Panji story are in the form of folktales that are told orally, such as *Ande-ande Lumut*, *Timun Mas*, *Keong Mas*, *Thotok Kerot*, and *Utheg-utheg Ugel*. Third, the story of Panji originating from the Kingdom of Kediri (Daha) and Jenggala (Kahuripan) turned out to spread throughout Java, Bali, Nusa Tenggara, Sumatra, Kalimantan even to Malaysia, Thailand, Cambodia, and Myanmar. Fourth, the history of Panji occurred during the Kediri Kingdom, long before the emergence of the Majapahit Kingdom. Fifth, German archaeologists discovered the existence of the Panji story in twenty temple reliefs in East Java. The five basic Panji cultures become innovations in vocational literary learning.

The Panji Story text in the form of the tale used is titled *Hikajat Panjdi Kuda Semirang* which is contained in the book *Understanding the Culture of Banner* by Henri Nurcahyo. The standard story text has been through spelling corrections. The text is suitable for vocational students with a complete story composition.

Content Language Integrated Learning (CLIL) Approach

The Panji Story text learning is integrated with the Content Language

Integrated Learning (CLIL) approach. CLIL has become the basis for developing language curricula in various developed countries, as well as the basis for developing Indonesian language curricula in the latest curriculum in Indonesia. Kampen (2018) explains that the use of CLIL has spread greatly in the past two decades, especially in Europe, and is most often used in schools offering a form of bilingual education. These schools offer students the opportunity to study some subjects through a language other than their first language. CLIL can be applied in bilingual education, where the teacher can play a dual role in using language while learning.

CLIL is an approach that combines content with language. Indonesian language teachers can involve other subject teachers or resource persons to learn the content of the material. Furthermore, delivered through language that aims to develop communicative competence. The Coyle (in the Ministry of Education and Culture, ix) proposed 4C as the application of CLIL, namely content, communication, cognition, culture (Community / citizenship). This teaching material is expected to be strategic learning, able to improve 21st century skills (basic literacy, competence, and character), and support the government to develop competitive for vocational school. Thus, the development of teaching materials that

links language competence in the form of Content Language Integrated Learning (CLIL) is needed through the learning of folklore texts.

CLIL is an approach that combines content and language. Richard & Rodgers (in Vasquez, 2013) emphasized that CLIL is a dual-focused educational initiative which advocates the learning of academic content and a foreign language simultaneously. Garcia (in Vasquez, 2013) also explained that CLIL programs have always been tended to include the target language as a parallel subject to its being used as a vehicle for content-matter learning [...]. In many cases in secondary education, although not all, this involves different teachers who work in tandem, a language teacher and a subject teacher who conveys the content through the same language as that used by the language teacher. Indonesian language teachers can involve other subject teachers or resource persons to learn the content of the material. Furthermore, delivered through language that aims to develop communicative competence. The Coyle (in the Ministry of Education and Culture, ix) proposed 4C as the application of CLIL, namely content, communication, cognition, culture (Community / citizenship). These elements are combined with High Order Thinking Skills (HOTS).

Indonesia's newest curriculum mandates HOTS to be included in folklore text learning activities. Higher order thinking skills are significant in teaching and learning. Thinking skills are fundamental in the educational process (Nourdad, 2018). The statement became the basis for the application of the Panji story teaching material preparation by training high-level skilled thinking students.

Nourdad (2018) added, defining six different levels in the cognitive domain in Bloom's taxonomy. The mention of taxonomy is divided into two parts. The first three levels are called lower order thinking and the second three levels are called higher order thinking. The three levels referred to by Nourdad include: (1) which is the starting phase of the higher order level, is analysis. In this stage, learners are able to break down the information into component parts that require calculations and classifications; (2) known as synthesis. During this phase, learners can assemble components together in order to form a new whole such as formulation of a new pattern or creative behavior; and (3) called education. HOTS integration in the preparation of this teaching material begins with analyzing the Panji story, synthesizing text, that is by collecting components to form new formulations by behaving creatively, and

evaluating by providing critical assessments.

Learning Scenarios

Learning activities are based on the Content Language Integrated Learning (CLIL) approach to the learning of Panji story text genre. CLIL was adapted by integrating scientific-based learning in accordance with the learning references in the 2013 Curriculum. The design of story text learning activities with the CLIL approach is contained in the following chart.

Learning Activities with CLIL Design

The chart above is a design stage of learning with CLIL that integrates genre pedagogy with science in learning folklore texts (Panji Stories). The CLIL approach is contained in Panji story text teaching materials by integrating science-based pedagogy and learning elements. Learning stages consist of initial, core, and final activities.

The initial activities on basic competencies 3.7 and 3.8 are contained in

content descriptions which basically cover four main points. The material begins by presenting the text of the Panji Story entitled *Hikajat Pandji Kuda Semirang* for observation through intensive reading. This activity aims to construct (constructivism) understanding and build the context of learners in connecting content and being linked to the daily lives of students. After observing the content presented, students are asked to discuss through question and answer activities on the contents of the text. This discussion activity aims to stabilize the content towards training activities. Finally, the delivery of teaching materials, there are instructions for students to make teachers as active partners to ask questions (questioning). Second, practice or assignment. In the exercise or assignment the Panji story text is presented.

The text of the Panji story contains the values of the character and culture of the community. The exercises are presented in individual and group activities. Individual activities aim to make students formed into independent individuals with critical and creative thinking (inquiry) through independent construction. Whereas group learning activities aim at making students formed into cooperative individuals (learning community) through guided construction. The steps in this training activity are aligned with indicators of competency achievement with learning

activities gathering information, reasoning and communicating. Task activities are oriented to HOTS-based activities.

Conclusions

Learning folklore texts (*hikayat*) contained in the latest curriculum in Indonesia in class X vocational school. Literature learning content in vocational schools provides an opportunity to introduce students to local culture. The Panji Story text used in this learning scenario is *Hikajat Pandji Kuda Semirang* which is contained in the book *Understanding the Culture of the Panji* by Henri Nurcahyo. Through Panji Stories, students can maximize literary activities through literary works that contain culture in their region, that is Kediri, East Java. The teaching of the Panji Story text is prioritized for vocational students to be able to meet the needs of creative industries or entrepreneurship in the field of local culture.

Learning is arranged by integrating the Content Language Integrated Learning (CLIL) approach. This approach includes 4C activities as the application of CLIL, namely content, communication, cognition, culture (Community / citizenship).

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MODIFYING BLOCKS-C GAME AS MEDIA FOR TEACHING SIMPLE PAST

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Abstract: In studying English, grammar is an important component that must be learnt by students. However, students often find difficulty in learning grammar, more specifically in learning the verb forms which are used to construct simple past. In this case, the teacher needs the media used to support the teaching-learning process in order that it is more effective. The purpose of this study was to promote the media of game for the students as an alternative teaching material. Blocks-C game was the modified game from Uno stacko game. This game was used to assist the students in learning simple past. The developing of the media was based on students need identification in learning simple past. This study was conducted based on Design-Based Research as proposed by Akker. To gain the data, this study used the interview and questionnaire. In addition, the implementation of the media was to assess the Blocks-C game through the students' responses to the media. Based on the students' responses the result showed that the Blocks-C game had assisted the students in learning simple past.

Keywords: *need analysis, teaching simple past, Blocks-C game*

INTRODUCTION

Grammar is the primary component of language which facilitates students to build grammatical sentences. Through grammar, students will be able to construct sentences in the good way that corresponded to English grammar. Brown (2001) explains that grammar is about how to construct the sentences including word order, verb and noun system, modifiers, phrases, clauses, etc (p. 326).

English grammar consists of several materials that must be learnt. One of significant materials of grammar is tenses. Comrie (1985) defines that tense refers to

grammatical categories which express location in time (p. 9). Furthermore, Bache (2000) mentions that tense is defined as grammatically expressed to situations of location in time (p. 125). Both of the theory explain that tenses are a part of grammar, which specifically regulates the form of time. There are three basic tenses that have been defined, they are present tense, past tense, and future tense (Comrie, 1985, p. 36). Past tense is one of the tenses that is important to be learnt. Students need to understand past tense to tell about their experience or in text type that is used in narrative text. Parrott (2000) claims that the narrative text provides generic structure

that lead them to practice simple past (p. 226).

Simple past explains that situations and actions in the past are expressed (Ansell, 2000, p. 65). In addition, the use of simple past requires the ability to transfer grammar knowledge about changing the time use into the past. However, it seems not easy for many students to change the sentences into past form. For instance, in the case of changing the present verb into past form. Understanding simple past is needed in mastering verbs, mainly the second form of the verb. In fact, the common problem faced by the students is mostly related to change the verb into past form. They do not know about how to change it and they do not memorize it.

The same case occurred at the eighth grade students in SMP Islam Miftahul Khoir. It was found that the students felt hard to change the simple forms into the past forms. Besides, a preliminary study found that the teacher never used media in teaching the tenses. The teacher focused on explaining the material, then he provided worksheets for the students. Therefore, this research proposed a media for teaching simple past at eighth-grade students in SMP Islam Miftahul Khoir.

Concerning the need for teaching media used to teach the simple past, the purpose of this research is to modify a game

called “Block-C game”. It is expected that the result of this research be beneficial to help students learn simple past.

REVIEW OF RELATED LITERATURE

1. Need Analysis

The term of need analysis describes the collection of information about problems experienced by learners (Richards, 2001, p. 52). Furthermore, Nation & Macalister (2010) explain that needs analysis is to find out what the learners already know and what they need to know (P. 24). Need analysis can be identified about the learners’ problem and what the learners require when they are studying. It is needed to guide the researcher to know about the necessity, lack, and want of the learners to develop the language curriculum.

There are various sources for gathering information in conducting a need analysis. Nation & Macalister (2010) mention that gathering the information of needs can be through personal interviews (P. 25). Interviews allow to find out more in-depth information about the issues (Richards, 2001, p. 61). Need analysis are important to help the researcher to provide the information of the students that use to guide for the course design, syllabus design or curriculum development and it’s very useful for teacher and students.

2. Teaching Grammar

Teaching grammar is a part of teaching English. Teaching grammar is required to mastering English. Grammar teaching requires interesting techniques to attract students' attention for certain grammatical forms so that students easily to understand grammar lessons (Ellis, 2006, p. 84).

Harmer (2007) states that teaching grammar can be presented in various ways and games make the practice of grammar lesson more engaging (p. 210). The teacher can frame the teaching grammar by game. It will make students interested in following and enjoying the lesson.

Learn by a game, will strengthen student memory than a regular way of learning, with a game as a medium of instruction, students are expected will be more motivated and feel happy and excited in learning (Asty, 2016). From this definition can be concluded that the game as a media in teaching will increase students' motivation and feel enjoy while teaching-learning process.

3. Teaching Simple Past Using Blocks-C Game

Blocks-C game is the abbreviation for blocks and cards. The blocks are numbered one to six and they are colored in red, yellow, green, blue, and purple. The blocks contain the missing verb in sentences on the first side of the block and the irregular verb on the other side. There

are five cards with the same colors as the blocks. The cards contain the rule to construct past tense; the pattern of simple past that asks the player to change the sentence in the block into the form of simple past. The cards contains negative and interrogative forms as well as the time signal. There are different instructions between Uno stacko and this modified game. This game mainly focuses on simple past. If the player can do the instruction, she or he will get some points and the game will be over when the blocks are collapses. This game can be played in a group consisting of three or four players.

4. Simple Past

Simple past is talk about the activity that occurs in the past event. It can be interpreted that past tense needs to create a certain time in the past. Generally, past tense use time such as yesterday, this morning, last night. Simple past indicated that an activity or situation began and ended at a particular time in the past (Azar, 2002, p. 27). It shows that simple past is used for activities that have been done and completed at the time before now or we can talk about past tense when the activity has already happened. That emphasizes the activity has finished.

Furthermore, Parrot (2000) states that simple past is one of the tenses we use to refer to a completed event, state or action. from the statement, we know that the activity in

simple past is no longer existed in the present (p. 219).

5. Previous Study

Virgadi, et al. (2017) conducted a research entitled *Japanese Vocabulary Enhancement Through the Uno Stacko Game (Experimental Research of Students of XI Class SMA Muhammadiyah 1 Pekanbaru)*. It was an experimental research that consisted of control and experimental group. The result of this research showed that there was a development of learning Japanese vocabulary and it gave significant influence for students by using Uno Stacko game as a media of teaching Japanese vocabulary.

The second research was conducted by Rahwanti, et al. (2016) entitled *Pengembangan Media Pembelajaran Uno Statik Dalam Penerapan Model Pembelajaran Snowball Throwing Materi Turunan Kelas XI*. Their research used Design Research which used the ADDIE design model which consisted of the following steps: analysis, design, development, implementation, and evaluation. this researcher used Uno stacko and developed the media to become Uno statik (Uno stacko matematik). The validation of Uno statik showed that it has been valid without revision. The media showed that was effective because it provided motivation and students responsibility for problem-solving ability.

RESEARCH METHOD

In this research, the method used was Design-Based Research. Akker, et al. (2013) mentions that design research is to design and develop an intervention (such as programs, teaching-learning strategies and materials, product and system) as a solution of educational problem or alternatively to design and develop educational interventions with the purpose to develop or validate theories (p. 15). This design research consisted of three phases: preliminary research, development or prototyping phase, and assessment phase (op.cit.). This research was to modify the game as a media used in teaching grammar especially past tense. The game was called “Blocks-C game”.

1. Preliminary Research

In Design-Based Research, the first step conducted as “preliminary research”. Preliminary research used to determine the needs of students in learning simple past. To conduct preliminary research, the researcher used the interview. The researcher interviewed the English teacher in SMP Islam Miftahul Khoir to know what the students need in learning simple past.

2. Development Phase

In the preliminary research, the researcher had known about the students need and it showed that the learning required the presence of media to support simple past learning. From the result of

preliminary research, the researcher modified the media that could be used in learning simple past. The development of this media was in the form of games namely Blocks-C game.

After the modify the Blocks-C game, there was validation from the expert as the formative evaluation. The media modify were consulted to an expert to have the evaluation. The expert filled out the questionnaire given regarding the quality and the contents of the Blocks-C game. The expert evaluation was used for revising the media modify.

3 Assessment Phase

The assessment phase was to show the result of media development assessed. In this study, the assessment was conducted by the questionnaire given to the students to find out the students' responses to the media.

4. The Participants of The Research

The participants of this study were the students at the eighth-grade in SMP Islam Miftahul Khoir. The reason for choosing the student because they have learnt about grammar and they have problems in understanding grammar lessons.

5. Data and Source of The Data

In the preliminary phase, the source of data was obtained from the English teacher and the data was the result of the interview to know about the learners' needs.

In the development phase, the source of data was the result of the preliminary phase and the expert's evaluation from the media modified. The data was got from the questionnaire given to the expert.

In the assessment phase, the source of data was the students and the data was the result of the questionnaire given to the students to find out about student's responses toward the media implementation.

6. Research Instrument

In conducting the need analysis, the instrument used was an interview with the English teacher by using an interview guide. The form of the interview was used in the semi-structured interview.

For getting the expert's evaluation, the instrument used a questionnaire. The questionnaire related to the design of Blocks-C game and the content used.

To get the students' responses, the instrument used was a questionnaire given to the students.

7. Steps of Data Collection

a. Preliminary Phase

- Interviewing the teacher to collect the information on the students' needs.

b. Development Phase

- The result of the interview was used to develop the media.
- Giving a questionnaire to the expert for the media evaluation.

c. Assessment Phase

- Observing small group implementation.

- Giving questionnaires to the students for students' assessment.

8. Steps of Data Analysis

a. Preliminary Phase

- Interviewing the English teacher

b. Development Phase

- Modifying Blocks-C game based on the needs.
- Consulting the media with the expert.
- Revising Blocks-C game before it was implemented (if any)

c. Assessment Phase

- Observing small group implementation and analyzing the data from the students' response to know whether the students like the media or not.

FINDINGS AND DISCUSSION

1. Preliminary Phase

In preliminary phase, the researcher used an interview. The researcher interviewed the English Teacher in SMP Islam Miftahul Khoir. The result of interview showed that the teacher had never used any media in teaching grammar and the students found the difficulty in learning simple past because they didn't mastery verbs used in simple past. Next, the students' difficulty was in changing the verbs of simple forms into past form. Some of the students had already understood the pattern of simple past, but most of them had difficulty in memorizing the pattern given by the teacher that caused the students to trouble in changing the sentences into the

forms of simple past and the time signal used in simple past. So, the learning media that make students able to memorize better was very necessary for the students.

From the result of the preliminary phase, there were some students' needs that the researcher formulated as the instructional need to design the Blocks-C game.

Tabel 1. Summary of The Instructional Needs

Aspect	Needs
Media for teaching	Game Traditional game Game used in group
Topic	Simple past Irregular verb Pattern Time signal

2 Development Phase

The things modified were the size, tools, contents and the rules of Blocks-C. After the researcher designed the media, it was validated by the mastered lecturer then the stage of media development was stopped. Here, the design of Blocks-C game.

Table 1. The Modification of Blocks-C Size

No	The size of Blocks-C
1	The blocks size of Blocks-C was 7,5 cm x 2,5 cm x 1,5 cm. The material was made of wood.
2	The colors' of the block there were five colors. Those are red, yellow, green, blue and purple
3	The numbers of blocks used were 24 blocks. Consists of six blocks of each color.

Figure 1. Blocks-C game

There was a label used in Blocks-C like in the original game “Uno Stacko”. There were two labels used in the Blocks-C game.

Table 2 The Modification of Label Meaning

Label	Meaning
Number	Each block had a number. That number had written in 1, 2, 3, 4, 5, 6. The function of the number, the player may take the blocks with the same number only and it doesn't matter in different color.
Star symbol	While playing the game, if the player found the block with the star symbol with number and color. The player had taken the block appropriate with the star symbol. For example, the star was red and there was a number in the star that number 2, so, the player had to change the block as indicated by the star symbol

Figure 2 the design of labels used in Blocks-C game

There were sentences written in every blocks that conducted of simple past sentences. There were two side of block. The first side would written the blank

sentences and the other side would be written the form of an irregular verb.

Figure 3. The Design of Sentences Used in The Blocks-C Game

The verb was written in different color “black for the simple form” and “blue for the past form”. This would help students to remember the form of irregular verbs easily.

Next, the modification of cards. The card in this game was the additional feature because of there was no card in the original game Uno stacko.

Table 4. The Modification of Cards Size

No	The size of the cards
1	The size of the cards was 8 cm x 5,5 cm. The cards were made of paper and the text was computer type.
2	The colors' of the cards there were five colors. Those were red, yellow, green, blue and purple.
3	The number of cards there were 25 cards consist of 5 cards of each color.

There were five colors of card used in the game appropriate with the color of the block used in the Blocks-C game. It filled by three imperative sentences.

Figure 4. the design of cards used in the Blocks-C game

The rules for playing Blocks-C game.

1. Stack blocks into towers.

2. Divide the groups into two. Each group consists of 3 or 4 players.
3. Appoint the group that will play for the first time.
4. The player may take the block from the middle or from the below of the tower only and may take the block with two fingers only.
5. Start the game:
  - The first player from the first group takes and reads the sentence containing gap filling of the block, the sentence will be the question for the opposite group. Then, the block taken must be on the very top of the tower.
  - Next, The first player from the second group take the next block (take the same number only from the first player). The player reread the sentence containing gap filling from the first player from the first group then the player must complete the sentence with verbs available in the other side of the block. The player continues taking the card (only card with the same color as the block) and doing the instruction in the card.
  - Before putting the block on the top of the tower. The player must read the sentence containing gap filling on the other side of the block for the player from the first group.
6. The game is carried out in turns between the two groups.
7. If the player answers questions from the card correctly, the player gets 10 point.

8. The game will be over if the blocks tower collapses.
9. The winner is the group who get many points.
10. While playing the game, if the player finds a star symbol, the player must change the blocks by taking the block order in color and number available in the star symbol.

Based on the validation, there were some sentences need to be revised then the content of Blocks-C had met the students' needs. Finally, the result of the validation process agreed that Blocks-C was ready to be implemented by the students.

3. Assessment Phase by Students'

Responses

Students' responses were used to know how the students experienced learning simple past by using Blocks-C game. The result of the students' responses was delivered in the form of the diagram below.

SA = Strongly Agree

A = Agree

FA = Fairly Agree

D = Disagree

Chart 1. The Result of Questionnaire of Students' Responses

The researcher used questionnaire. The datum of the diagram above showed the responses of 15 students in SMP Islam Miftahul Khoir to the implementation of the Blocks-C game as media in learning simple past. Based on the diagram showed most of the students' responses strongly agree that the Blocks-C game had helped the students as media in learning simple past.

DISCUSSION

The identification of the need analysis was very important. Need analysis was used to determine the right design of teaching material which has desired impact on language learners. Need analysis was normally needed before design the media. The aim of the identification of the need analysis was to know a few problems students faced while learning. There were some procedures to collect the need analysis and one of them was by interview or reports by the teacher about the problems students faced (Richards, 2001, p. 59). Need analysis was used to guide how the media was modified by the researcher.

The media modification was based on the need analysis that had been obtained. Based on students need, they had difficulty learning simple past in the part of the verb, pattern, and the time signal used. So, the design of the media was related to the problems of students. There were some cycles for the design of media: problem, analysis, design and develop prototype,

revision (if needed) and the last evaluation (Akker, et al., 2013, p. 17). After the identification of students needs, the researcher modified the media. There was some revision in modifying the media when conducting the validation of the media. There were some sentences needed to change. The modification of the media had to be the solution of the problem from the needs' identification (Akker, et al. 2013, p. 17). Those all to make the media corresponding with the problems of the students, so it would be appropriate for students' needs.

In the implementation of the media used in teaching simple past at the eighth-grade students in SMP Islam Miftahul Khoir had been conducted. The result of the implementation of the media was the assessment of the media through the students' responses to the media. The instrument used was the questionnaire. The result from the students' responses showed that the students were excited to know that they had been learning English by game. The students were enthusiastic about learning English by the game in the class. Students definitely helped in learn past tense through the game. Asty (2016) states that learn by a game, will strengthen student memory than a regular way of learning, with a game as a medium of instruction, students are expected will be more motivated and feel happy and excited in

learning (p.4). While playing the game the students feel happy and enjoy and most of the students agree that Blocks-C game helped them in learning simple past. The game used in teaching simple past at the eighth-grade students in SMP Islam Miftahul Khoir help them to avoid boredom when teaching and learning process. Game as a media used in teaching simple past had helped students in teaching-learning process. That media made the students more active in learning. According to Sudjana & Rivai (2013) the use of media in the teaching-learning process is students do more learning activities, they are not only listening to the teacher descriptions but also observing, doing, demonstrating and others (p.2). The function of using media in teaching is as a teaching aid and as an intermediary of knowledge delivered by the teacher to the student. The use of instructional media can enhance the quality of teaching and learning processes which ultimately can affect student learning outcomes. The use an appropriate learning media can create effective and enjoyable learning situations.

Based on the observation in the implementation of the game by the students, the researcher detected that the students have interaction with another student well. Because this game was played in a group. They can help each other when choosing the correct verb used in the game. And it

can be overcome by their own group members. The result of interviews, observation, and implementation showed that the students enjoying the game, got pleased with the game and could understand the sentences used.

CONCLUSION AND SUGGESTION

The identification of needs showed that there were some necessities of the students' in learning simple past. The identification of needs was conducted by interviewing with the English teacher. It was found that students' lack of learning simple past, lack of verb mastery, each of pattern and time signal used in simple past.

Based on the result of the identification needs, then the researcher formulated the design of the Blocks-C game. The implementation of the Blocks-C game was to obtained the students' responses as the media assessment. The students' responses showed that the media helped students to learn simple past. Besides, the students felt enjoyable learning.

The modified Blocks-C game is suggested as a teaching media for learning English, especially grammar. The modified Blocks-C game can be used to the teacher as alternative and innovative media. Blocks-C game can be promoted not only to teach grammar but also other language skills.

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CONTINUOUSLY PROFESSIONAL DEVELOPMENT OF INDONESIAN TEACHERS

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Abstract: Continuously professional development needs a big deal and many stages that are done continuously and repeatedly. There are three points to measure continuously professional development. The first is self-development that is an effort process to increase teacher's professionalism. It can be done by revealing what the students and environment needs. Following some functional meeting and doing collective activities also could make the teacher self-development sustain. The second is scientific publication. As the teacher it is responsible to not only do the teaching but also do the research. Based on the phenomena having been met in the real context, teacher must know what problem occurred and how to solve it by doing some experiments. This is what a research mean. This project, in the end, is written in the form of research and/ or article to be published. The purpose is to share knowledge to help others gain the same problems. The last is innovative works. The teacher must be active and innovative in learning new things and produce innovative work. The works can be a technology discovery, the development of the media, the development of artwork and also the compiled of the teaching-learning ware. The continuously professional development is a stage must be applied by the teachers especially the teachers who have been certified as the professional teachers. In this article the continuously professional development of the teacher will be explained.

Keywords: continuously professional development, self-development, scientific publication, innovative work

1. INTRODUCTION

As a law state, all forms of government policy must have a legal basis, including in the field of education. The Law Number 20 the Year 2003 on National Education System is being the basic law of Indonesian educational system that placed "teacher" as a profession that has some roles in the class. It is continued by the Law Number 14 the Year 2005 regarding Teachers and Lecturers that explains about seven roles of teacher and his/her position in the class, namely: (1) as learning resource (2) as facilitator; (3) as manager; (4) as demonstrator; (5) as mentor; (6) as

motivator; and (7) as elevator. Those seven roles of teacher must be applied by all the teachers especially by them who has educator's certificate as what is regulated in Regulation of the Minister of National Education Number 18 Year 2007 regarding Teacher Certification Program in Position. The aims are to make the teacher able to make decision pedagogically, do improvement and innovation in the teaching learning process, and conduct the class based on the relevant theory of students' developmental.

Based on the Regulation of the Minister of National Education Number 18

the Year 2007 regarding Teacher Certification Program in Position, the teacher is classified as a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. In the educational system, teachers are tasked to determine the success of the students (Soetjipto et al., 2004). To do these all, the teacher must be able to be a professional.

The teacher is recognized as a professional position that is proven by an educator certificate. Once the teacher got a professional educator certificate, then the teacher will be assessed continuously to make sure he/she keeps their professionalism. It is called continuously professional development (CPD). The broad view considers CPD as a much deeper, wider and longer-term process. In this part, the professionals will continuously enhance not only their knowledge and skills, but also their thinking, understanding and maturity. This long-term process will make the teachers grow not only as professionals, but also as persons with good mind and attitude which their development is not restricted to their work roles, but may also extend to new roles and responsibilities (Padwad & Dixit, 2011).

CPD needs a big deal and many stages that are done continuously and repeatedly. Continuous development of the

teacher and educational systems are used to keep pace with the rapid developments in educational activities (Sywelem and Witte, 2013). It is also used to improve the educational system that is more challenged time by time. By accomplishing CPD, teachers have an opportunity to explore their ability to seek for and formulate learning problems, find out solution and implement required actions, as well as report the results in the form of scientific paper, which finally will improve their pedagogical competence and professionalism (Indrawati and Octoria, 2016).

From the explanations above, it is known that the CPD is really important to be done. Then the question arises are: how to do CPD? Is it possible to be done while there are so much responsibility that must be done by the teachers? In this article, it will be clearly explained about the CPD and its challenge.

2. METHOD

This study is using qualitative descriptive approach, which is a descriptive explanation based on research conducted on natural conditions. The aim is to interpret the phenomena contained in the object of research (Denzin and Lincoln via Gall, et al, 2007). The kind of study is library research with data sources collected from various previous studies and theories. The purpose

of this study is to give a clear explanation relates to the CPD that is seen from three main aspects, namely: self-development, scientific publication and the innovative works.

3. FINDING AND DISCUSSION

CPD, that is also known as life-long learning, is term that is used to define the process to do long life self-improvement. Hence, the people maintain the knowledge and skills related to their professional lives (Collin, Heijden and Lewis, 2017). It means that the process of being a professional teacher is a never ending process (Mudjiman, 2010). It needs a big deal and many stages that are done continuously and repeatedly. In other words, the assessment to decide whether a teacher can be classified as a professional or not, is done not only once. The purpose is to make the teacher keep their professionalism and improve it from time to time (Ghodang, 2015). This is in line with the statement of Guskey (2002), “to be successful, professional development must be seen as a process, not an event”.

Based on Regulation of Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 year 2009 regarding Functional Positions and Credit Points of Teacher, the CPD for the teachers is divided into three parts, those are: self-

development, scientific publication and produce active and innovative works.

Figure 1. The Continuously Professional Development

(Picture was taken from

<https://slideplayer.info/slide/12575947/>)

These three points must be done continuously because the professional and personal growth of the teacher is a process that starts from the beginning of preparation for the profession and continue until the end of life (Mitkovska, 2010). By doing CPD, the teacher will embed to new knowledge, skills, abilities, and strategies in the respective areas of competence. For these reasons, it is important to do these three points of CPD.

3.1 Self-Development

Self-development is a part of the processes to increase teacher's professionalism. It is a teachers' effort to improve their ability and skill through functional education and training. The self-development is also need the

teachers' collective activities (Indrawati and Octoria, 2016).

The first thing to do self-development is done by revealing what the students and environment needs. By doing this, the teachers will know what they supposed to do and how to do it. Ucan (2016) states that during CPD process, teachers acquire new understanding and beliefs regarding the potential of new teaching methods and materials in students' learning, as well as look for developing themselves not only professionally but also socially and personally all together. It means that by knowing what the students and the environment needs, the teacher can wisely choose the right material and method and do improvement of their selves both socially and personally. It will really help the teachers to reach the educational goals.

Following some functional meeting and doing collective activities also could make the teacher self-development sustain. This is in accordance to Mitkovska (2010) who states that

“CPD is more than training, including workshops, seminars, monitoring, reflection, observation and performance of activities by teachers, sets them in the role of trained, who are placed in this long process, but future

trainers lead teachers to use new methods, techniques, approaches in their practice.”

It means that the teachers' functional meeting and collective activities will be really important because it can be a kind of teachers training, the place where the teachers can exchange their arguments to solve the problems and/or to get a leading of new method, techniques and approaches in the daily practice. These functional meeting and collective activities are can be done by following some workshops, seminars, monitoring, reflection, observation and performance of activities. All of them may take place in the real contexts and the online forum.

From the explanations above, it can conclude that the self-development will really important to be done to increase the professional, personal and social abilities of the teachers. It is also important because by doing self-development through revealing what the students and environment needs, following some functional meeting and doing collective activities, the teachers will understand what are the urgent problems to be solved and how to solved it in the right ways. Teacher also can learn and apply some new method,

techniques and approaches in purpose to reach the educational goals.

3.2 Scientific Publication

The second point in assessing teachers' CPD is scientific publication. As the teacher it is responsible to not only do the teaching learning process but also do the research. Based on the phenomena having been met in the real context, teacher must know what the problems occurred and how to solve it by doing some experiments. This is what a research mean. This project, in the end, is written in the form of research and/ or article to be published. The purpose is to share knowledge to help others gain the same problems. Fullan (2016) states the educational change depends on what teachers do and think. It means that the research and the scientific publication is really needed. By expressing the thought, making a scientific publication and share it to people who need it, the educational improvement will happen.

Scientific publication is written scientific paper which has been brought into public as a teacher's contribution to the improvement of the quality of learning process at school and the development of education in general. (Indrawati and Octoria, 2016). The scientific publications covers three group, those are: 1) follows and do presentations at scientific forums, 2)

does scientific publications in the form of research results (Classroom Action Research / CAR) or scientific ideas in the field of formal education (Paper on scientific review of ideas or best practices), and 3) publication of textbooks, books for reinforcement, and/or teacher's guidebook.

The scientific publication is needed because "the mentor is highly likely to grow as the partners in the relationships share and reflect" (Walkington, 2005). Furthermore, teachers need to possess certain personal values that allow them to act as leaders of social change (Bautista and Ruiz, 2015). By doing the publications, the teachers can share their ideas, research and finding to others who need it. In another hand, teachers also can accept some critics and suggestions relate to their works so they can do improvement in the future.

3.3 Being Active and Innovative

As the mother of profession (Stinnet and Huggen, 1963), teacher must be a professional one in conducting the class. Thus, the teacher must be active and innovative in learning new things and produce innovative work.

Innovative work is a work resulted from three parts, namely: development of the other work(s), modification of something or invention new educational

things. These are must be done as a teacher's contribution to the improvement of learning process quality and the development of education (Indrawati and Octoria, 2016). The works can be a technology discovery, the development of the media, the development of artwork and also the compiled of the teaching-learning ware.

3.4 CPD is The New Challenge to Self-Upgrading: Is It Possible?

CPD is a government policy that is oriented towards the advancement of Indonesian education system. This is very useful for the development of teachers in carrying out their duties as the educators. But, in fact, there is only a few of teachers that do the whole parts of CFD. Based on some reviews, there are a number of considerations that must be taken into account and being the reasons why only few of the teachers who are successfully in conducting the whole parts of CPD. The two reasons those are often given the most are the requirement of the minimum teaching hours and the administrative tasks of school. There are still many other tasks that must be done by a certified professional teacher, but these two tasks are mandatory tasks that are really taking the time and attention of the teacher. Moreover, as social beings, the teachers are taking a place in the communities

and families so that the tasks charged will not be optimal to do outside of the school. However, as a professional, certainly expertise in managing time is very necessary. With good time management and smart and effective ways of working, it is not impossible to do CPD optimally. Besides the ability to manage the times and activities, Information and Technology (IT) skills will also be very helpful in achieving CPD. By using IT, a teacher can obtain all the information needed in an effort process to improve teacher self-quality and the quality of teaching and learning. Through IT teachers can open and/ or participate in discussion forums so that time and place limitations can be resolved.

4. CONCLUSION

There are three points to assess continuously professional development (CPD). The first is self-development. The self-development will really important to be done to increase the professional, personal and social abilities of the teachers. It is also important because by doing self-development through revealing what the students and environment needs, following some functional meeting and doing collective activities, the teachers will understand what are the urgent problems to be solved and how to solved it in the right

ways. Teacher also can learn and apply some new method, techniques and approaches in purpose to reach the educational goals. The second is scientific publication. By doing the publications, the teachers can share their ideas, research and finding to others who need it. In another hand, teachers also can accept some critics and suggestions relate to their works so they can do improvement in the future. The third is an innovative work. The kind of innovative works can be appropriate technology invention, invention/creation or development of artwork, creation/modification of learning/ visual/practical aids, or arrangement of standard, guidebook, test questions and others both at national and at provincial levels. These are can be done if the teachers have a big motivation, good time management and able to use IT.

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INDONESIAN STUDENTS' PERSPECTIVE IN LEARNING ENGLISH PRONUNCIATION

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Abstract: English as a foreign language becomes a scourge for Indonesian learners. Pronunciation is one of the basic skill courses which is the basic skill for speaking and listening. Students often have difficulty in understanding and learning English pronunciation. This study aims to reveal students' point of view in learning English pronunciation encountered by Indonesian students. The subject of this study was the English education students. This study employs descriptive qualitative inquiry aiming at uncovering students' perspective in learning English pronunciation. This study includes what are the most difficult parts in learning pronunciation, what are the reasons, and how to solve that problems according to them. By conducting this study, it is expected to have more insight for teachers/ lecturers to choose the most appropriate teaching method. Finally, the students will have easier ways to learn English pronunciation.

Keywords: Student's perspective, Pronunciation, English

INTRODUCTION

Pronunciation does not get a lot of attention in language classroom. English teaching practitioners avoid dealing with pronunciation skills for different reasons. Likewise, the lack of attention allotted to pronunciation is also reflected in the amount of research that deals with it (Isil Atli, 2012). However, students often view pronunciation as being very important and a priority for them in learning foreign language (Willing, 1988).

Pronunciation is one of courses that is taught in English Department. In language learning, pronunciation is the basic skill to improve oral competence such as speaking and listening. People have to

master pronunciation skill to achieve successful communication. The lack of pronunciation skill will lead to misunderstanding between speaker and listener. Therefore, when someone speak English, she/he have to pronounce English words, phrase, and sentences correctly so that they can be understood by others. Pronunciation is an integral part of foreign language learning since it directly affect learners' communicative competence as well as performance. Bad communication skills including pronunciation can decrease learner's self-confidents and restrict social communication. Moreover, speaker's credibility and abilities will be considered negatively (Akyol, 2013).

English pronunciation is totally difference from Indonesian or Javanese, which makes Indonesian students less in mastering English pronunciation skill. There are many different aspects between English and Indonesian/Javanese which make Indonesian students have to have more struggle in learning English pronunciation. Moreover, it will be more difficult when they learn it is not since they were young. According to (Dardjowidjojo, 2009) there are four problems experienced by foreign language learner:

If a sound A does not occur in language B, the sound will create problem for the speakers of B in learning language A. for example a sound found in language A but does not exist in language B.

If a sound is differently distributed, it creates a problem. For example, a sound found in initial, middle, and final position in language A but in language A only found in middle and final.

If a sound is found in language A and language B but produced differently. For example sound /t/ produced with aspiration in English but not in Indonesian.

If two sounds or more can be combined in language A but not in language B. for example cluster /kst/ found in English in final position, Indonesian learners will have problem since that cluster does not found in Indonesian.

In learning English pronunciation, there are some topics that have to be mastered by Indonesian learners. On the other hand, there are many differences between English and Indonesian pronunciation for example there are some sounds that do not exist in Indonesian but exist in English, there are same sounds but the pronunciation is different, there are different concerns in intonation and word stress, and others.

Those problems triggered this study to investigate the students' perspective in learning English pronunciation. The aims of this study is to collect and analysis students' opinion in learning English pronunciation. From that point, this study is expected to contribute for people who have academic interest especially in pronunciation matters. After conducting this research, it is expected to minimize the difficulties for students in learning English pronunciation. In addition, this study is hoped to be one of references for lecturer/teacher and students who concern in pronunciation.

There are two types of phonemes in pronunciation. They are segmental and supra segmental or prosody phonemes. Segmental phonemes for example phonemes from vowel, consonant, diphthong, and cluster while supra segmental phonemes is stress, pitch, tone, and intonation.

Vowel is a sound that is produced without any obstruction of the vocal tract and free passage of breath comes out through the larynx and mouth. There are 5 vowel letters in Indonesia and English but the way their pronunciation is different. In Standard English, there are 20 distinct vowel sounds and more for regional dialectal variations account. While in Indonesian there are 8 vowel sounds. Due to that fact, there is no consistency of pronunciation in Indonesia. That is why there is a great problem for Indonesian learning English vowels (Dardjowidjojo, 2009).

A diphthong is a sound that comes out from the mouth by combining two vowels, specifically when it starts as one vowel sound and goes to another. Indonesian has poorer system in combining two or more vowels in one syllable than English. In English, the number of diphthong is also controversial. According to American phoneticians, there are three diphthongs in English but for British phoneticians, there are more. The problem for Indonesian learners is there are diphthongs that exist in English but do not exist in Indonesian.

A *consonant* is a speech *sound* that is articulated with complete or partial closure of the vocal tract. There are 21 consonant letters in English but there is 24 consonant sound in English. Indonesian have twenty three consonants. The case for Indonesian learner is there are English sounds which

are not found in Indonesian. According to Dardjowidjojo (2009) there are two types of problem for Indonesian learners, they are phonetics and phonemic. Phonetics is problem about a foreigner accent while phonemic is a problem related to the possible in creating misunderstanding.

In any language phonemes can be combined with other phonemes to form a syllable that is called as cluster. Cluster is a combination of two or more consonants in one syllable. Consonant clusters cause problems for learners whose first language does not allow so many consonants together without intervening vowel sounds. In English the initial cluster is three consonants while for final cluster is five consonants. English has 39 consonant clusters occurring in initial positions and 151 in final positions. Indonesian have cluster maximum three consonant joined together. Those become problem from Indonesian learners.

Word stress has different role for both English and Indonesian. In English word stress is important because different place of stress influences the meaning. On the other hand, word stress in Indonesian do not affect in the meaning. That is why it becomes problem for Indonesian learners due to the difficulties in determining the place of stress in English words.

Unlike word stress, intonation is the rise and fall of pitches when we produce

sentences in a natural situation. English is an intonation language because the meaning of a word, a phrase, or a sentence is determined by a combination of pitches. Different intonation affects in the different meaning also. Indonesian is also intonation language for instance if in the end of sentences falling intonation indicates a statement. If the end of the intonation rises, the sentences become question (Dardjowidjojo, 2009).

METHOD

This study used descriptive qualitative method. The data was collected using observation, giving questionnaire, and interview. The subjects of this study were second year's students of English department at Nahdlatul Ulama University of Blitar. There were forty students as the subject in this research. The data analysis used descriptive method based on the data collected from observation, giving questionnaire, and interview to know their opinion in learning English pronunciation. Before analyzing the data, the finding was displayed in the form of tables.

FINDING AND DISCUSSION

Learning pronunciation is not always easy for foreign learners especially who their first language is not English. In this study, the students' first language is Javanese with Blitar dialect. In addition, their daily language is Javanese. They use it in everyday conversation. They only use

English in the class but it is not full English. It's definite that more time is needed in class to help students improve their pronunciation knowing that they don't practice at home (Mirza, 2015). That is why the outcome based on the income. If they does not accustomed speaking English it will be difficult for them to speak English fluently.

Students' pronunciation skill influenced by their mother tongue, daily language, the frequency of practicing pronunciation, and the frequency of the use of English. Based on the data collected, the student difficulties in learning English pronunciation in almost of all aspects, such as vocal, consonant, word stress, diphthong, cluster, and intonation.

The table below is the compression of the data from observation, giving questionnaire, and having interview related to the students' point of view in learning English pronunciation.

Table 1. Difficulties aspect in learning English pronunciation

No	Question	Answer	Percentage
1.	Difficulties' aspect in pronunciation	Vowel	17,5%
		Consonant	10%
		Diphthong	10%
		Cluster	10%
		Word stress/ Intonation	27,5%
		All	25%
	Total		100%

Based on the table above, students mostly have pronunciation's difficulty in supra-segmental aspects that is word stress and intonation. There are 27,5% students who experienced it. While 25% said that they have problem in all aspects of pronunciation. They are vowels, diphthong, consonant, cluster, word stress, and intonation. For vowel, there are 17,5% that considered it is difficult since the different number of vowels between Indonesian and English. In addition, there are 10% difficulties in consonant, cluster, and diphthong.

Table 2. The reason why English pronunciation is difficult

No	Question	Answer	Percentage
2	What make pronunciation difficult?	A lot of differences between English and Indonesian/Javanese	29,1%
		Lack of drill	14,6%
		Rarely used in daily conversation	41,7%
		Lack of motivation	14,6%
	Total		100%

The table above showed that the reason they deemed English pronunciation is difficult are vary. First, they thought that English pronunciation is difficult because they rarely used them in daily conversation (41,7%). Then, the second reason is there are lot of differences between English and Indonesian/Javanese (29,1%) for instance

there are some sounds that do not exist in Indonesian. The third reason is because they were less practice speaking in English and having less motivation in learning English 14,6%. Motivation has big influence in achieving the goals. When students have strong motivation, they will be easier to achieve the success in learning English (Mubarok, 2019). Unfortunately, their motivation is not strong enough in learning English. They may consider that English is difficult subject.

Table 2. The way to solve the difficulties in learning English pronunciation

No	Question	Answer	Percentage
3.	How to solve the problems?	Practice everyday	61,1%
		Listening to the English music	22,2%
		Watching English movie	13,9%
		others	2,8%
	Total		100%

According to the students, there are some way to solve their difficulties in learning English pronunciation. First, by practicing everyday (61,1%). Most of students considered that practice every day is the best way to improve their pronunciation skill. Then, listening to the English music, there are 22,2% opinion agree that listening English music can improve their skill. Watching English movie gets 13,9% while there are 2,8%

agree that playing online game also can improve their pronunciation skills.

CONCLUSION

According to the students, the difficulties are caused by; first they rarely use English in the conversation in daily life. Second there are so many differences between English and Javanese in terms of pronouncing. Third, lacking of practicing to speak English. Last, lacking of motivation. Motivation is important to reach the success in learning any subject. the student difficulties in learning English pronunciation in almost of all aspects, such as vocal, consonant, word stress, diphthong, cluster, and intonation. The students' opinion in solving those problems are practicing every day, listening to the English music, watching English movie, and playing online game.

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INVESTIGATING TEACHERS' ATTITUDES TOWARD LEARNER SELF-ASSESSMENT: A CASE STUDY OF INDONESIAN EFL Teachers

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Abstract: This research article aimed to explore teachers' attitudes toward learner self-assessment. The participants in this study were 10 Indonesian tertiary-level EFL teachers. The purposes of this qualitative study were to analyze teachers' attitudes toward self-assessment demonstrated by learners, and to examine the extent to which learner self-assessment benefits learning. The research methods used were questionnaire and semi-structured interviews. The findings revealed two main points. First, most of teachers' attitudes toward learner self-assessment were favourable. In other words, the teachers supported the implementation of learner self-assessment. Second, the teachers perceived the benefits of learner self-assessment with regards to raising learners' awareness of their strengths and weaknesses, stimulating learners' motivation and engagement in the learning process, and encouraging learners to look for learning resources outside the class. The pedagogical implications of this study were to uncover teachers' perceptions which were crucial to understanding teacher behaviour, and to inform EFL teachers about the benefits of learner self-assessment practices.

Keywords: Teachers' attitudes, self-assessment, EFL teachers

I. Introduction

Over the past few decades, learner autonomy has been a research interest for some people and has grown considerably. A greater attention is currently being paid to techniques of assessment, including self-assessment and portfolios. Benson (2006, p.27) highlighted that these types of assessment were much better able to take account of language learning gained in the program of autonomous learning. In the case of self-assessment, several researchers seem to give positive comments. For example, Nunan (1988, p.116) argued that self-assessment provided an effective means for the development of critical self-

awareness, resulting in learners got a chance to set realistic goals and to direct their own learning. Meanwhile, Little (2005, p.322) stated that in a learner-centred approach, learners should be involved in all learning process, including assessment process. Thus, it is valuable to equip learners with skills which they can implement in other learning environments, including self-assessment skills.

Learner self-assessment takes teachers' concerns. Little (2002, p.186) mentioned that the main concern is dealing with the learners' ability of assessing their own work accurately. However, training prior to the real practice could help and was

in fact necessary because the practice of self-assessment primarily depended on a set of skills (Council of Europe, 2001, p.191). Harris (1997) demonstrated how several 12 EFL young learners were able to assess their own work with a degree of sophistication when they were trained. Some evidence also suggested that accuracy is increased when learners assessed and specific-experience related topics (Council of Europe, 2001, p.191). The study by Ross (1998) seemed to support this. Her findings showed that abstract-nature related items were less accurately assessed rather than functional skills. Another teachers' concern of self-assessment was related to the real implementation. Harris (1997) highlighted that self-assessment practice should be more practical regarding time and resources. Thus, self-assessment practice should become an integral part of each activity (reading, writing, listening, and speaking) in the classroom. When dealing with young learners, guided questionnaires should be designed to facilitate reflection, and should not include abstract questions. Nevertheless, although when implemented with practical suggestions, the practice of learner self-assessment are not fully received due to various factors which influence individual teacher's beliefs and attitudes.

In the case of teacher's attitudes, Ajzen (1991) mentioned this issue on his

theory of behaviour which its mainly focus is on behavioural intention. These intentions derive from three main factors. The first factor is related to attitude. According to Ajzen, attitude is an evaluative response to something which is determined by behavioural beliefs. For example, if a teacher believes that learner self-assessment practice benefits learning although it takes a lot of time, the teacher's attitudes will be favourable. The second factor is dealing with subjective norms. This relates to what a person believes significant others will think. For example, if a teacher believes that his students' parents support the idea of learner self-assessment practice, then it affects positively on the teacher's intention. The third factor is concerning perceived behavioural control. This relates to the degree of control which a teacher perceives to possess in getting his students to self-assessment practice. This control factors could be internal (i.e. skills and abilities) and external (i.e. material, time, equipment).

From the literature above, it can be assumed that many researches concerning teacher belief and attitude system is fraught with uncertainty. However, it is necessary to explore the aforementioned issue in the field of education since this field constantly changes and reforms. Therefore, the present study aimed at filling the gap by investigating teachers' attitudes toward learner self-assessment and

analyzing the extents to which learner self-assessment benefit learning. To sum up, two research questions which form the focus of this study are outlined below:

1. What are teachers' attitudes toward learner self-assessment?
2. To what extent does learner self-assessment benefit learning?

II. Methods

2.1. Participants

This study was conducted at English Department of Hamzanwadi University (Indonesia). The participants were 10 EFL writing teachers (4 males and 6 females). They were then labelled as T1, T2, T3, T4, T5, T6, T7, T8, T9, and T10. All the teachers have completed their master degree.

2.2. Instruments

Two instruments were used to collect the data. The first one was questionnaire. It was an Attitude Questionnaire which consisted of 14 statements to elicit teachers' attitudes to three different areas; (1) learner autonomy, (2) self-assessment, and (3) the role of the Progress Record. The second instrument was interview. Semi-structured interviews were chosen to allow participants express their perceptions.

2.3. Data Procedure

All ten teachers worked on the questionnaire. They were given 30 minutes to complete the questionnaire. After that, each teacher was interviewed for about 20 to 30 minutes. The interview was conducted face to face and audio taped. In this case, native

language (Bahasa Indonesia) was used to interview the participants so as to facilitate natural communication.

2.4. Data Analysis

All of the interviews data were firstly transcribed. They were then coded and analyzed on four separate occasions to ensure the consistency of the identified codes. After that they were compared with another data (questionnaire answers) to check the similarities. This data triangulation was applied as a technique to obtain the validity of evaluation and findings (Matison, 1988).

III. Results and Discussions

3.1. What are teachers' attitudes toward learner self-assessment?

The data gained from questionnaire revealed that the majority of teachers supported the idea of implementing learner self-assessment. Eight teachers (80%) showed favourable attitudes toward learner self-assessment. On the contrary, two teachers (20%) were indicated rejecting learner self-assessment practice. During the interview sessions, the teachers expressed their opinions with regard to learner self-assessment. When asked, T2, T4, and T7 argued that:

T2: in my opinion, learner self-assessment is a good way to raise learners' awareness of their strengths and weaknesses.
T4: I believe that learner self-assessment is an effective learning method for learners. I had tried it previously.

T7: Learner self-assessment provides learners with an opportunity to see their progress, which is good. I think it is much better than carry out achievement tests.

The data from interviews above showed that the teachers generally supported the implementation of learner self-assessment. However, T3 and T9 stated their disagreement of learner self-assessment practice. When asked in the interview sessions, they said:

T3: I am not sure if learner self-assessment can be implemented. In my case, most of learners are not used to assessing their works.

T9: I tried to implement learner self-assessment in my writing class last semester. But I can say it was a time-consuming activity. It took my teaching time a lot. I prefer to use time for students to acquire more language skills.

The findings above clearly showed that T3 and T9 rejected the implementation of learner self-assessment. These results aligned with those of Bullock (2010). She found that although most teachers in her study found learner self-assessment benefited learning, two teachers showed negative responses. With regards to the argument of “time-consuming activity”, Haris (1997) highlighted that learner self-assessment could be designed to become

more practical in terms of time and resources. In this case, he suggested that self-assessment be an integral part of classroom activities. He also suggested that guided questionnaires be included to facilitate reflections for learners.

3.2. To what extent does learner self-assessment benefit learning?

The data gained from interview sessions revealed that the teachers perceived the benefits of learner self-assessment practice. For example, when asked about their classroom practices experiences, T1, T7, and T10 argued that:

T1: I have tried learner self-assessment activity several times in my writing classes. I did it because I perceived the benefits of it. For example, most of my students seemed to become more curious with their weaknesses. They then asked me for clarification. In other words, self-assessment practice stimulated learners' motivation and engagement in learning process.

T7: at first, all of my students seemed to doubt their self-assessment ability. But I initiated to provide them with self-assessment training at the very start of the course. They ended up having confidence to assess their own works and look for learning resources outside the class to improve their works.

T10: I did learner self-assessment practice twice last semester. I could perceive its

benefits. In my opinion, it is better than getting a test. Learners can see what they want to do. It gives learners more ownership on their learning. In other words, they can see how much they have improved.

Regarding the two teachers (T3 and T9) who rejected the implementation of learner self-assessment practice, they argued that:

T3: since my students are not used to assessing their own work, they seemed did not take it seriously when I asked them to do so last year. Therefore, I did not see any benefits from learner self-assessment activity in my writing class.

T9: Learner self-assessment practice might have some benefits. However, it consumed a lot of time when I did it last semester. Therefore, I stop doing it.

The data gained from interview above showed that most of the teachers perceived the benefits of learner self-assessment. This finding supported the argument by Nunan (1988, p. 116). He highlighted that self-assessment is an effective tool for the development of critical self-awareness. In addition, the finding of this study aligned with that of Bullock (2010). She found that the majority of teachers in her study perceived the advantages of learner self-assessment. Meanwhile, Little (2005, p. 322) argued that learners need to be involved in the learning process, including

the assessment process. Therefore, learner self-assessment is considered beneficial, particularly in writing classes.

IV. Conclusion

The present article aimed to analyze teachers' attitudes toward learner self-assessment. It also examined the extent to which learner self-assessment benefits learning. The findings revealed two main points. First, the majority of participated teachers supported the practice of learner self-assessment. Second, the teachers perceived the benefits of learner self-assessment activity.

Several limitations occurred in this study such as small sample of data and small number of participants. However, several implications can be clearly seen. For example, this study uncovered teachers' perceptions which were crucial to understanding teacher behaviour. In addition, this study informed EFL teachers about the benefits of learner self-assessment practice.

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Appendix:

Teacher Attitude Questionnaire

Instruction:

Tick one box only for each statement. Please do NOT write any comments.

No	Statement	Strongly Agree	Agree	Quite Agree	Disagree
1	Teacher should encourage students to take responsibility for their own learning.				
2	The practice of learners' self-assessment takes a lot of time.				
3	Self-assessment benefits learners when the procedure is supported.				
4	The Progress Record facilitates learners to examine their strengths and weaknesses.				
5	Self-assessment activity motivates learners to plan their own learning more effectively.				
6	Since learners are lack of knowledge and skill, self-assessment cannot work properly.				
7	The Progress Record does not facilitate learners to organize their learning.				
8	Self-assessment is a tool to raise learners' awareness of their strengths and weaknesses.				
9	Self-assessment stimulates learners' motivation and engagement to the learning process.				
10	Because learners are not used to assessing their work, it is pointless to do learners self-assessment.				
11	Self-assessment practice is better than carry out an achievement test.				
12	Self-assessment training is valuable for the preparation of the real practice.				
13	Since the final decision is on teacher, it is pointless to do learner self-assessment.				
14	Self-assessment motivates learners to look for learning resources outside the class.				

BLENDLED LEARNING AND STUDENTS SPEAKING ABILITY

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UIN SUNAN AMPEL SURABAYA

Abstract: The use of interactive multimedia presentation with sound, movie and interactive online quiz becomes a current trend in the use of computer assisted language learning, especially in the global context of English Language Teaching. The use of Blended Learning promotes the greatest chance to explore the student learner autonomy. A learner grasp the benefit of blended learning due to the autonomy of the learner. English Discoveries is one of the products from English Testing Systems (ETS) which provide blended learning course. It has been used as the platform to accommodate blended learning model throughout the world because it has an interactive multimedia presentation, movie and interactive online quiz. This qualitative study would portray the students' speaking ability in the context of blended learning activities. Twenty five students from the second semester, students were assessed and interviewed randomly at the end of the semester. The students were asked to describe a random picture taken from their English Discoveries account. The result shows the students' ability in the Language used shows an effective grammar and vocabulary. Moreover, most of the students' idea is coherent and relevant to the given context. It is believed that the role of blended learning has given students a great autonomy to determine their learning pace so that it could scaffold their speaking ability inside and outside the classroom.

Keywords: Blended learning, English Discoveries, Speaking ability

Introduction

Speaking is one of the more difficult English Language Skills for English Language Learners. Speaking involves interaction with one or more participants. Furthermore, the main purpose of speaking is to communicate. Communication is the sending and receiving of messages or news between two or more so that the messages in question can be understood. Therefore, to convey the message effectively, the speaker must understand what will be conveyed or communicated. Speaking has three common intentions of informing and reporting, entertaining and entertaining, as well as for persuading, inviting, urgent and convincing. The purpose of speaking is not

only to inform, convince, entertain, but also to require a physical reaction or action from the listener or storage.

In teaching speaking, the teacher should cover some aspects such as fluency, accuracy, pronunciation, and choices of proper words for the appropriate expression. Learning English does not mean just learning about the structure and vocabulary, but also learning how to speak the language for communication. In the process of communication, the transfer of messages from the Communicator to the Communican. Communicators are someone who has a message. The message will be communicated to the communfishes first converted into symbols understood by

both parties. These symbols require a channel to be transferred to a communicable. Spoken language is a communication tool in the form of symbols produced by human speech instruments. The channel to move it is air. Furthermore, the symbol transmitted by air is received by the communifishes. Because the symbol conveyed was understood by the communifishes, it can understand the message conveyed by the Communicator.

The advancement of information and communication is now ongoing so rapidly, hence that the experts refer to this as a revolution. The changes that will and are happening, are mainly caused by the potential and ability of information and communication technologies that enable human beings to relate to each other and fulfill their needs of information almost without limit. Information and communication technology in its development affects the world of education increasingly felt in line with the shifting patterns of a conventional face-to-face in a more open education direction by utilizing information and communication technologies as learning media.

The development of English Language Teaching and Learning in Indonesia tends to incorporate conventional learning with information technology and communication-based learning (ICT). The learning that combines conventional

learning with information technology-based learning and communication is developed as a Blended Learning. *Blended Learning* incorporates *face-to-face meeting and online learning*. *Blended learning* has been used worldwide and recommended for language learning method because this model combine theory and practices. Haiti on her research entitled *Pengelolaan Pembelajaran Melalui Blended Learning Dalam Meningkatkan Receptive Skill Peserta Didik DI Pondok Pesantren* (The Management of learning through Blended Learning in improving the Receptive Skill of students at Pondok Pesantren) shows that the Blended Learning model could significantly improve the students' receptive skill. This study adds to the body of knowledge around the impact of *Blended learning* to the speaking skills of the students. It will coinage a new insight about around the impact of *Blended learning* to the speaking skills of the students since there is no similar study on the topics in the Indonesian context.

Blended Learning

Blended Learning was originally used to describe subjects that tried to incorporate face-to-face learning with online learning. It is also known as a hybrid learning. The term has the same meaning as the combination, mixing or combination of learning. The term blended learning

consists of two words that are blended and learning. Blend means "mixing or combining, together to improve quality to increase", or the formula of a combination alignment or unity alignment. While learning has a common meaning of learning, thus the cursory contains the meaning of learning that contains the meaning of mixing, or merging that of one pattern with the other pattern. So, blended learning is a combination of traditional learning and the electronic learning environment. The application of blended learning is expected for students to better understand the material and be more active in following the learning, so as to improve student learning outcomes. According to Hussin (2015), the term blended learning usually follows the insertion of online media into learning programs, while at the same time pay attention to the need to maintain open meetings and other traditional approaches to support the students' knowledge.

Sari (2016) further explained in the learning of Blended Learning, Learners doesn't only rely on material provided by the teacher, but can search for material in a variety of ways. Among others, looking to the library, ask classmates or friends online, open websites, search for learning materials through search engines, portals, or blogs, or can also be with other media in the form of learning software and also tutorials Learning. Graham explains three important

reasons why a teacher chooses to implement Blended Learning over classical and online learning, namely: better pedagogy, increased access and flexibility, and increased Cost benefit.

Speaking Ability

Speaking in general can be interpreted as a conveying intent (idea, mind, heart) of a person to another person using spoken language so that the intent can be understood by others. Tarigan (1983) states that speaking is a form of human behaviour that utilizes physical, psychological, neurological, semantic and linguistic factors. When talking to someone utilizing a physical factor, the organ of speech would produce a language sound. Furthermore, other organs such as the head and hands are utilized in speaking. Emotional stability, for example, not only affects the sound quality produced by the organ of speech, but also affects the impact of the conversation material. The process of establishing this speaking ability is influenced by exposure to appropriate speaking activities. The form of activities that can be done in the classroom to improve students' verbal language skills include: giving personal opinions or responses, storytelling, describing people/items, describing positions, describing processes, Give explanation, convey or support argumentation.

Hymes (1971) in Ardener states that there are two aspects of speaking that could be assessed, namely: the linguistic aspect includes: (a) the pronunciation, (b) intonation, pressure, and rhythm, and (c) the use of words and sentences, and non-linguistic aspects that include: (a) loudness, (b) fluency, (c) speech, (d) motion and mimics, (e) Reasoning, (f) Polite speaking. Furthermore, Hymes also states that a speaker should consider the social context within a communication process. That social situation relates to: (a) who Speaks, (b) with whom it speaks, (c) What is spoken of, (d) How to discuss, (e) When and where discussed, and the (f) Use of any media in a discussion.

Research Methods

This qualitative study would portray a case study about the students' speaking ability in the context of blended learning activities in UIN Sunan Ampel Surabaya. Twenty five students from three classes of the second semester, students were assessed and interviewed randomly at the end of the semester. The students were chosen randomly from the English Department and Non English Departments. The intermediate students were asked to describe a random picture taken from their English Discoveries account. English Discoveries is one of the products from English Testing Systems (ETS) which

provide blended learning course. It has been used as the platform to accommodate blended learning model throughout the world because it has an interactive multimedia presentation, movie and interactive online quiz. The researcher uses observation and test to collect the data. Prior to the test, the students have practiced speaking test with a blended learning model for 12 weeks. Every week, students submitted their voice recording through the English Discoveries account. The test was done in the same manner. The topic of the test was about the vacation. There were two raters of the speaking test to avoid the bias of the data. Huberman (1989) states there were three steps of analyzing the data include test, data reduction, and conclusion drawing and this study did all of the same stages.

Findings and Discussion

In this test, the students were given one picture about the condition on the beach when the people do the vacation. Students came forward one by one and then described the picture in front of the class within the teaching and learning process. The speaking rubric used four categories consists of General Description, Delivery, Language Use, and Topic Development.

Figure 1.

Students' Speaking Score

Based on the chart above, in General Description, there were ten students who got two for their score and there were ten students who got three for their score. The other five students got the highest score, which is four. Therefore, 40 % of the students have an average level and competent to give a general description about the picture. It can be concluded that most students have an average level and competent to give a general description about the picture.

Figure 2

Students' ability in formulating General Description

In Delivery, there were twelve students who got two for their score and there were ten students who got three for their score. The other three students got the highest score, which is four.

Figure 3

Students' ability in delivering speeches

It can be concluded that 48 % students have a low score on the delivery. Many students spoke with unclear articulation, bad intonation, and rhythms. As the consequence, they got a lower score on the delivery manner of their speech.

Figure 4

Students' ability in using grammar and vocabulary

Other findings show that there were nine students who got two for their score and there were eleven students who got

three for their score. The other three students got the lowest score which is one. It can be concluded that 48 % students use effective grammar and vocabulary and their idea were coherent and relevant.

The last finding is about students' Topic Development. The finding shows that there were twelve students who got two for their score and there were seven students who got three for their score. The other two students got the lowest score which is one and there were four students got the best score.

Figure 5
Students' ability in developing topics

It can be concluded that 48% of the students got point two which means the development of topics was limited and the connection with ideas might be unclear.

An important finding to emerge in this study is that most students could use effective grammar and vocabulary but the students also have a problem in the topic development. Speaking is usually studied by listening to and imitating (imitation);

Therefore, the model or example that is listened to and recorded by the students is important in the mastery and speaking skills. In terms of the model of the monologues, most students who are not English Department Students may have some limited exposure to the example of English monologues about vacation. It is different from the result of English Department Students which shows a better score in all aspects. Another study from Muthoharoh (2017) states that Blended Learning is a combination of web-based learning and traditional learning, then this learning can be applied to any subject, including English subjects for the writing skills. Her studies show that there is a significant influence on the use of Blended learning model with the results of writing functional English short text in grade VII SMPN 98 South Jakarta. This study shows another support for the positive response in terms of the effect of Blended learning model to the results of speaking.

There are four phases of the instructional model's success in learning from Alessi Don Trollip (2001), "model for successful instruction should involve four activities or phases of instruction: (1) presenting information; (2) guiding the learner; (3) practicing; and (4) assessing learning." Since web-based learning could combine different types of educational software tutorials, hypermedia, simulations,

drills, etc. it can foster any phase of instruction.

In this context, the use of English Discoveries as a learning platform provided the users with all of those four activities and all of the students have passed those experiences for more than three months. The use of interactive multimedia presentation with sound, movie and interactive online quiz in English Discoveries have helped the students to practice individually. It helps them to discover the common grammar pattern used in a speaking session, but also scaffold their vocabulary mastery. It is believed that the role of blended learning has given students a great autonomy to determine their learning pace so that it could scaffold their speaking ability inside and outside the classroom. The students could practice English for 24 hours with the platform so as the autonomous learner, students would have a better chance to improve the quality of their English with their own pace. By using the blended learning method, teachers can reduce the difficulties experienced because they can learn not only by reading books, but it can be done through the web that has been provided by the teacher. The use of Blended Learning would scaffold the students confidence and motivation to speak since they have practiced speaking with their own pace.

Conclusion

The use of Blended Learning model promotes the greatest chance to explore the student learner autonomy. This study shows that Blended Learning has helped the students prepare their speaking test. After some practices with The use of the Blended Learning model, the result of the tests shows the students' ability in the Language used shows an effective grammar and vocabulary. Moreover, most of the students' idea is coherent and relevant to the given context. Although there were some weaknesses in the result of this study, this study adds to our understanding of the benefit of Blended Learning model in English Language Teaching.

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TECHNOLOGY FOR TODAY'S ENGLISH LEARNING IN INDONESIA

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Abstract: Technology is a crucial part of our life today. We live in what so called digital era. Everything is related to technology and is supported by it including education especially English learning. As we know that learning English is still be that difficult for some students in Indonesia, especially for those who never use and listen to the language. It is a very strange language for them. As teachers, therefore we need to provide fun and effective learning which can be easier by using technology. In this modern era, the way how teacher teach is different from the past. Previously, teachers use board and conventional teaching aids, viz, flashcards, pictures, board card, etc. However, current technogy offers a lot of easiness and solutions. Here are several usage of technology in teaching and learning process; to explain materials, to ease learning, and to assess proficiency. Both teachers and pupils can make use of some aplications available in smartphone and pesonal computer. For example, they can access microsoft power points, prezi, youtube videos and google classroom to facilitate teaching and learning process. Furthermore, for assessing purposes, teachers can use online quiz websites like quizlet and kahoot rather than common paper test. It is a fresh new way of teaching to prevent boredom and to keep students motivated. In fact, some teachers might not know or do not use technology effecitively. Therefore, this paper aims to discuss how technology is used for education especially English learning in Indonesia and how to use it well. Hopefully this paper will be beneficial for the development of English learning in Indonesia.

Keywords: *technology, English learning in Indonesia*

Technology and teaching in indonesia

Todays, technology becomes people's primary need including in Indonesia. Since it grows so fast, lots of easiness are gained by the users especially the technology of information and communication. Not only in certain aspect of life, but it develops in every aspects of human's life. For instance; people do not need to move everywhere for shopping since they can shop online, people do not need to sell their products in the market place since they can do it online, people do not need to worry when they have no

private transportation since they can get it everywhere online, they also do not need to go to the office for payment, everything can be paid online nowadays, and there are a lot more. According to (Dewanti, 2019), the technology of information and communication has increased from year to year. From Indonesian ICT-IP, 3.88 in 2015, it increased to 4.34 in 2016, and in 2017 reached 4.99 on a scale of 0-10.

The increase of technology especially information and communication brings a lot of positivity. (Wikramanayake, 2005) states that advances in digital

technology have opened up many avenues of learning, technology has made information accessible / transmittable from anywhere and by / to all groups of people. People can be much easier in doing things with technology. They do not need to move a lot to get what they want. People do not need to go to the mall anymore since they can shop online. They just need to access the internet in their smartphone, go to the online shop they want; doing transaction and the product will be delivered to them. When people want to get their meal, they do not need to come to the restaurant anymore. They can do the same things as they order products from the online shop.

Not only for shopping, and eating, this easiness comes along as well in the education area. This is in line with (Wikramanayake, 2005), he said education has reached most parts of the world and ICT has become an integral part of human life. Nowadays people do not need to come to a certain place anymore to join a seminar instead they can do a webinar, an online seminar. They just need to connect to the internet and join the seminar online. A student also do have to read thick books to learn since they can learn online by downloading an application, watching

YouTube, searching from Google, joining an online quiz, etc. Other than that teachers also can take lots of benefits from this online era. Different from traditional teaching which mostly using books and board to teach, teacher nowadays can get easier by using online media as well such as YouTube, Google, online quiz, teaching application, assessment application, etc. This picture shows one of the easiness in doing assessment with the technology comparing with what we should be done in the past.

Figure 1. The example of easiness in using technology for assessment (South & Stevens, 2017)

TECHNOLOGY FOR ENGLISH TEACHING AND LEARNING

Technology brings a lot of benefits including in learning English. There are a lot of easiness comes along within. Teachers now do not need to explain all the materials themselves to the students. They can just show a lot of educational videos from You Tube. For example, when they want to explain about “adjective clause”, they can just search some related videos about the topic they want and show it to the class. Students will be happier too when they watch videos rather than just listening from teacher’s explanation. (Shyamlee, 2012) states that:

“With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring

audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It’s proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class.”

Moreover, videos are more interesting since it has visualization. Students usually will get better understanding since most students are visual learners. Based on a reaserch done by (Elis, Ulfah, & Achmadi, 2014) in a class, 42.86% students are visual leraners, 23,81% of the students are audio learners, and 33,33% of the students are kinesthetic learners. It means most of the students in that class are visual learners. See this following figure:

Tabel 4
Kecenderungan Karakteristik Gaya Belajar Siswa pada Mata Pelajaran Ekonomi Kelas XI IPS

No	Karakteristik Gaya Belajar	Frekuensi	P
1	V	9	42,86%
2	A	5	23,81%
3	K	7	33,33%
Total		21	100%

Sumber: Data primer yang diolah

Figure 2. A table that shows students’ learning style (Elis, Ulfah, & Achmadi, 2014)

For the exercise, now teachers do not need to make the questions themselves

and ask the students to do written exercise. They can just open the online quiz, search

for the topic they want and do it in the class. There are a lot of online quizzes nowadays that can be used by teachers such as; *Kahoot*, *Quizziz*, *Quizlet*, etc. When using *Kahoot*, teachers need to sign in first, then they can make the quiz themselves or they can just search the related topic in *Kahoot*. For instance; when they want to have a quiz about “Simple Present Tense” they can just search the topic in *Kahoot* and asks the students to go to *Kahoot.it* and type the code, they can do it individually or in groups. (Susanti, 2017) explains more about *Kahoot* as follows:

“Kahoot is suitable for teaching English; the three features (quiz, survey and discussion) could be used as assessment, ice breaker and tool to stimulate students’ discussion in any specific subjects in English. Teachers are free to select the mode of Kahoot that they desire to use in the classroom. For instance in teaching speaking, discussion and survey can be used. Quiz can be used in teaching theoretical subjects such as: linguistics, grammar, reading, and so on.”

Technology really helps students to be autonomous learner. According to (Palfreyman & Smiths, 2003) in (Masouleh & Jooneghani, 2012) autonomous learning is more effective than other approaches to learning; and that learners need to take charge of their own learning in order to make the most of available resources,

especially outside the classroom. Nowadays students do not need to read the thick dictionary, read thick books about the grammar or other topic. There a lot of online source that they can get easily by only connecting to the internet. They can watch a lot of videos about learning English in You Tube. These are some recommended chanel; VOA Learning English, BBC Learning English, English With Lucy, Mmm English, and many more. Not only You Tube, students can also get lots of learning sources through websites such as ESOL Course, BBC Learning English, Five Minutes Language, etc. For more complete learning package students can download applications such as; Busuu, Hello English, Learn English Daily, etc. Therefore, utilizing media is suggested as being able to promote autonomy in EFL learning (Fidyati, 2010)

WHAT SHOULD BE DONE TO TAKE AS MOST BENEFITS OF THE TECHNOLOGY

The growth of technology will be useless if we cannot take the benefits effectively. As millennial teachers we need to be technology savvy so that we can get much easiness from the technology. But then, the problem is not every teacher is technology savvy, there are lots of teachers who cannot use the technology effectively.

(Suharwoto, 2018), Indonesian Head of Education and Culture Information and Communication Technology Center said that 60% teachers in Indonesia are not technology savvy. There two factors that make teachers unable to use technology. The first factor is age; there are a lot of old teachers who feel difficult operating new technologies. Old teachers are not digital native, they have to adapt and learn how to use it which is not easy for them. However, if they are really serious for that they will get it. Second factor is funding, not every school has complete facilities. (Suhariyanto, 2018), the head of Central Bureau of Statistics said that technology development index in Indonesia is still low. Indonesia's ICT development index is not yet qualified because indicators of internet use are lower than access and infrastructure and community expertise. It is noted, the internet usage indicator is at 4.44 on a scale of 1-10. This is proven by a lot of schools or educational institutions in Indonesia which still use traditional learning because their facilities are limited. They don't have computers, LCD projectors, internet connections, etc.

Based on those conditions, teachers, students, parents, and government need to work together to solve the problems. First is the teacher. As millennial teachers we need to be technology savvy. According to

(Goddard, 2002) in (Schrum, Shelley, & Miller, 2008) as technology is integrated into classrooms and curriculum, teachers need to effectively integrate the technology into their curriculum to maximize the perceived benefit of the technology being used. Technology will help us very much if we can use it well. For example, we do not need to read thick books anymore to get an explanation or exercise about grammar. We can just open You Tube and search for the related videos. We also do not need to make written worksheet or exercise to our students since we can simply search it on Google and print it out. We also do not need to write a lot the theory on the board since we have LCD projectors, and many more. Being technology savvy teachers is not easy to everyone. Some teacher especially senior teachers may find it difficult since they are not digital native. But there always a way if we want to be serious. They can join seminars, or even take a private lesson to upgrad their skill in using technology.

Students nowadays are very different from the old one. Old students bring thick book and thick dictionary every where. They have to read a lot to achieve the learning goals. It sometimes can be very boring and time consuming. Moreover, to get additional materials they need to go to the library and read again. As the technology growth, students do not need to

read a lot anymore. They can simply open their phone or laptop to get all the learning material they want. Not only reading, they can also watch videos and join online quiz for the exercise. They can also join a social media and get along with native to improve their speaking and writing. Moreover, they can also download an application to help them learning. It will be very easy and helpful and students can be more active and autonomous. According to (Sparks, 2013) active learners are offered a wider range of cognitive experiences. In lectures students are challenged to remember and to understand. Active learners, on the other hand, can attempt to apply, analyze, evaluate, and create, moving to the higher levels of Bloom's Taxonomy.

Parents can be the best supporter to their children. Supportive parents will not let everything go to their children at school. They will always ask and give the best they can do to support their learning at school. They can buy their children what they need for their learning, for example books, laptop, Wi-Fi, phone, etc. However, some parents worry if their children interact with phone or laptop too much. They do not want their children spend most of their time to do useless things. But they do not know that their children are learning using gadget. We cannot limit our children in using

gadget because that's primary things nowadays. What we need to do is just control and pay attention to what they do using their gadget since it brings positivity as well. According to (Chiu, 2017) these are some benefits of using gadget; it helps develop children's cognitive skills, children are able to know where to find information when they need it, it's a great source of entertainment, it gives them security, and gives you peace of mind.

Government plays important role to support education. They need to provide better facilities to gain better achievement in Indonesia. Still there are a lot of schools in Indonesia which have no internet connection. According to (Sindo, 2017) 12,988 schools in Indonesia are not connected to the internet. Internet is very important in this era; everything is online based, such as school registration, examination, teaching, etc. Considering that, infrastructure development must be evenly distributed so that no schools or regions are left behind. Not only educational facilities, the government should also pay attention to the ability of teachers who need to be continuously upgraded in accordance with technological developments. In this case the government can provide facilities in the form of free training or seminars for teachers so that they can continue to provide the best for

their students. If all parties work optimally, I think better education will be realized.

CONCLUSION

As technology growth we need to be able to use the technology as well as possible to create fun and meaningful English learning. Not only teachers, parents and government need to work together to realize it. Technology brings a lot of benefits if we can use it well, for example as teachers we do not need to explain here and there to the students instead they will get bored. We can just show them animated videos which are much more attractive and meaningful since most students are visual learners. Students can also be more autonomous because learning is much easier now. They do not need to go to the library to search for additional material since they can do it through their phone. In addition, parents and government need to be supportive by providing complete facilities.

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E-PORTFOLIO: AN INVENTIVE ASSESSMENT IN AUTONOMOUS LEARNING SOCIETY

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Abstract: Rapid changes in technologies have placed students in autonomous learning society, hence, the need of e-assessment in such society has to be taken into account. E-Portfolio, an inventive assessment, used in secondary classrooms essentially involves collecting samples of students' work and experiences which reflect through the things they do. This paper presents e-portfolio prototype to help language teachers in assessing their student in autonomous language learning society. The elaboration provides some related sub topics, namely (1) an overview of portfolio (instructional setting, the purpose or goal of the portfolio, language skill/component of language would be improved, learning objectives and learning indicators), (2) the procedures for conducting portfolio assessment, (3) core contents of the assessment, (4) supplementary entries, (5) grading checklist, (6) Peer assessment, (7) teacher feedback to student, (8) reflection sheet, and (9) teacher strategies to build student's commitment toward the assessment.

Keywords: *e-portfolio, assessment, autonomous learning*

E- Portfolio Assessment: An

Overview

Portfolio used in secondary classrooms essentially involves collecting samples of students' work and experiences which reflect through the things they do. According to Yang (2003), portfolio is a compilation of student's work, which demonstrates how much effort they have put into their work, their progress and achievement in their learning, and their reflection on the materials chosen for the portfolio. By documenting growth over time through a systematic collection of their work, portfolios enable learners to see possibilities for reflection, redirection, and confirmation of their own learning efforts (O'Malley and Pierce, 1996). These

two notions lead us to the conclusion that portfolio helps students to comprehend the material effectively, enhance students' accountability, promoting autonomous learning, and helps teacher to provide evidence of the results of learning.

This portfolio is designed to assess student's English current proficiency level in second grade students of secondary school. Second grade students have intermediate level in speaking English, they can speak English fluently. Unfortunately, their writing is still low. Since writing is extremely important in today's society, thus, this portfolio assessment is designed to develop students' writing skill. In order to have a good writing skill, reading skill and grammatical competence are taken into

account. This portfolio is designed to improve students' reading skill, grammatical competence in discussion text, and writing skill simultaneously. According to Tarigan (2008), reading is a process followed by a reader to acquire message conveyed by a writer through words. In contrast, grammatical competence is defined as knowledge of, and ability to use, the grammatical resources of a language (Cuellar, 2013). In other words, writing skill is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form (Sharifi, 2010).

Considering the role of reading as a receptive skill for comprehending the messages of the texts while writing as productive skill to transmit writer ideas to be read by larger readers, thus, knowledge of language structure in which more extent to the term of grammatical competence is regarded to be important. Each part focuses on a specific indicator so that students can build their skill in a gradual manner. This portfolio assessment will be use for eight meetings, one month. The learning objectives of this portfolio are student will be able to find some information from the text they've read (promoting reading skill), and create a discussion text by their own (promoting writing skill).

Regarding to the learning outcomes which promote reading and writing skills, this portfolio is designed to reach several leaning indicators, they are as follows:

1. Students are able to restate information in a discussion text;
2. Students are able to recognize social function, language features, and generic structure in discussion text;
3. Students are able to complete a cloze text in present tense forms; and
4. Students are able to create two discussion texts about the current issue of the day.

Procedures for Conducting Portfolio Assessment

Some experts explain some procedures for implementing portfolio assessment. Birgin and Baki (2007) propose three steps in developing portfolio assessment. These include: determining the purpose of the portfolio, the evidence to be included in the portfolio, and the assessment criteria for the portfolio. Besides, Nurcini (2006) and Stolle, Goerss, Watkins (2005) describes three steps for implementing portfolio assessment, namely: set a purpose, decide on placement, skill that will be assess, and policies for doing the assessment.

Furthermore, Brown (2004) has proposed more steps in developing

portfolio assessment. These steps are: (1) deciding the purpose of the portfolio, (2) considering the evidence to be included in the portfolio, (3) communicating the assessment criteria, (4) determining the time for portfolio development, (5) determining regular schedules for review and conferencing, (6) deciding a place to keep the portfolio, (7) giving positive feedback, and (8) final assessment.

Adapting the ideas from Brown (2004), this portfolio will follow these steps:

1. At the beginning of the class teacher explain to the students what a “portfolio” is, and floor the purpose of the assessment.
2. Together with the students, teacher determines what will go into their portfolios, how the portfolio process works, and what the criteria for evaluation will be.
3. Towards the middle and/or end of the term, teacher gives students peer evaluation forms.
4. And finally, the teacher summatively evaluates the portfolios and gives students a final grade. This evaluation uses the criteria that the teacher and students set up in the beginning.

Core Contents

Considering the learning objectives of this assessment, core contents that the students should compile in this portfolio are as follows:

1. Short-answer questions. Short-answer questions are open-ended questions that require students to create an answer. This document is needed to assess the basic knowledge and understanding (low cognitive levels) of a topic before more in-depth assessment questions are asked on the topic (see appendix 1).
2. Reflective essay. A reflective essay is an essay in which the student examines his or her experiences in life. The students need to relate their experience with the description of place they’ve visited (see appendix 2).
3. Cloze test. a test in which one is asked to supply words that have been removed from a passage in order to measure one’s ability to comprehend text. This document promote student’s grammatical competence (see appendix 3).
4. Draft of writing. Drafting is the preliminary stage of a written work in which the author begins to develop a more cohesive product. A draft document is the product the writer creates in the initial stages of the writing process (see appendix 4).

5. Writing corner. Here the students are allowed to develop their draft to produce a text (see appendix 5).
6. Review paper. Review paper is student contributions to give appraisal, critics, or ideas of future developments of the text they've read (see appendix 6).

Supplementary Entries

These following documents are optional to help us know our students' preparation for the project and their understanding about the topic. The supplementary documents will be:

1. Cloze test (see appendix 7).
2. Writing corner (see appendix 8).

Learning Activities

The first step of designing student portfolio is setting goal. Then, we should share the learning indicators that have to be done for six meetings ahead to students. They are free to give command to the indicators and contribute to design the assessment goal. Together with your students, set the goal and some technique about how to keep the files.

In the second meeting, checking their first work that is short-answer question. Since the important element of the portfolio is that you should have short individual meetings with each student, in

which progress is discussed and goals are set for a future meeting. Students and teacher should document these meetings and keep the goals in mind when choosing topics for future meetings.

In this way student-teacher conferences play an important role in the formative evaluation of a student's progress. Here, student's chance to negotiate the portfolio grade using evidence of achievement according to the agreed goals. Notes from these conferences can be included in the portfolio as they contain joint decisions about the individual's strengths and weaknesses. These conferences can be prepared for in pairs, where students practice presenting their portfolios.

Teacher might check their work once a week. The student-teacher conference will be in a classroom. There is seventy minutes for one meeting, it will give students a chance to do pair- reflection for thirty-five minutes. Then, the rest thirty-five minutes is time to do performance. Teacher will evaluate their work one by one.

Portfolio Grading Checklists

There are three types of grading checklist for this portfolio assessments, namely reading grading checklist, grammar grading checklist, and writing grading

checklist. The following table is calculating score for each part:

Table 1. Portfolio Grading Checklists

No	Part of Portfolio Grading Checklists	Score
1	Reading Skill	20
2	Grammatical Competence	20
3	Writing Skill	60
Total		100

From the table, three indicators that will be assessed are reading, grammar, and writing. But the most dominant score my student will achieve is writing skill. This score have discussed in the first meeting.

Peer Assessment

Peer assessment is an educational activity in which students judge the performance of their peers and it can take different forms depending on the characteristics of its implementation, the learners and the learning context. Peer assessment necessitates a transparent marking system, as the criteria must be clear to mystudents in order for them to assess the work of their peers.

The main aim of peer assessment is to increase student responsibility and autonomy, strive for a more advanced and deeper understanding of the subject matter, skills and processes. To do this peer review, teacher might follow the guidance from Nilson (2003) as follows:

1. Structure each peer-review session: give students clear instructions and time limits. To start each session, distribute peer-review worksheets, explain how students should complete the worksheets, set time limits, and ask each group to designate one person as a time-keeper to make sure that the group stays on schedule.
2. Take an active role in observing the progress of each group and offering guidance when appropriate.
3. Have each student submit the completed peer-review worksheets when they turn-in the final drafts of their papers.
4. Regularly assess how the peer-review sessions are going; seek and incorporate student input.

Feedbacks

Some feedbacks that might use within this portfolio are invite students to request the kinds of feedback they would like when they hand in work, then ask students to identify the strengths and weaknesses in their own work in relation to criteria or standards before handing it for teacher feedback, portfolio tasks which require students to reflect on their achievements and select work in order to compile a portfolio, and invite students to set achievement milestones for a task and to

reflect back on progress and forward to the next stage of action.

According to Bellon (1991), feedback is an essential part of effective learning. It helps students understand the subject being edited textstudied and gives them clear guidance on how to improve their learning. Academic feedback is more strongly and consistently related to achievement than any other teaching behaviour. This relationship is consistent regardless of grade, socioeconomic status, race, or school setting. Feedback can improve a student's confidence, self-awareness and enthusiasm for learning. Effective feedback during the first year in secondary school can aid the transition to higher education and may support student retention. Providing students engage with feedback, it should enhance learning and improve assessment performance.

Reflections

According to Fuerstain (1980), teachers promoting reflective classrooms ensure that students are fully engaged in the process of making meaning. They organize instruction so that students are the producers, not just the consumers of knowledge. Guiding children in the habits of reflection, teacher serves as a facilitator of meaning maker.

Reflection involves linking a current experience to previous learnings (a

process called scaffolding). Reflection also involves drawing forth cognitive and emotional information from several sources: visual, auditory, kinesthetic, and tactile. To reflect, we must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something.

In addition to reflection session, teacher leads students to reflect on both the processes and products of their work. When incorporating reflective activities into their work, it is important that students have the opportunity to apply what they have learnt through their reflections to future tasks to improve their learning. here, teacher asks student to floor what they've read from the process of learning in each meeting.

Promoting Student's Commitment

Some ways to do in promoting student's commitment. First, teacher appraisals. Appraisal is a thorough yet supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It helps to ensure that teachers are able to continue to improve their professional practice and to develop as teachers. Second, reward. An effective behavior modification system within the classroom often includes rewards. Students are motivated to achieve and conform to appropriate behaviors when

either intrinsically or extrinsically rewarded.

Conclusion and Recommendation

The use of portfolio assessment in Indonesian schools to replace traditional tests (including national exams) seems to face a dilemma. It has to deal with many challenges. One of the main challenges is relating the issue of its low comparability and reliability. It is not easy to transform many performance-based assessments, including portfolios, into a single score or grade.

A large class is also another ultimate problem of using the portfolios in Indonesian schools. It is a fact that my classes consist of more than 30. By such many students in the classroom, it is understandable when I find it too hard to manage and use portfolios in an expected way.

In order to face the first challenge, well-trained skilful professional teachers are obviously required to make this assessment work well in the field. A well designed intensive professional training is important to prepare teachers to use this portfolio assessment. Second, regarding to the large scale of students, it may be still relevant to use some kinds of traditional tests, portfolio assessment should be promoted more intensively and massively in the process of English teaching and learning.

For the government, a well-trained teacher is needed. Gomez (1999) explains that there are several aspects that teachers should be prepared for the professional training. Teachers should first be made aware of the benefits of assessment portfolios so that they become convinced that it is an attractive alternative to their current testing system, especially because portfolios require more work initially than standardized tests. Then, teachers should be guided on how to embed portfolio assessment into their instructional programs, so they can plan for assessment opportunities as they plan their instruction. Professional development plans should also include a description of the teaching strategies that lead students to take responsibility for and reflect on their own learning.

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**Student can access this appendix
in
<https://docs.google.com/document/>**

English Portfolio Assessment

APPENDIX 1.

● Short-answer Question

The rafflesia arnoldi is the biggest flower in the world. It is unusual because of its large size. The flower is almost 100 centimeters in diameter and 140 centimeters in height. " Rafflesia" is derived from the name of the British Governor General, Sir Thomas Stamford Raffles, who once governed and built the Botanical Garden in Bogor. Though it is called Rafflesia after Raffles, the man who discovered the plant was Beccary, an Italian botanist who visited Sumatra in 1928. Rafflesia consists of two parts : the stick-like part which grows in the middle and the petals around and below it. While the flower is blossoming, it has a very unpleasant smell which affects insects, especially green flies. They seem eager to explore the flower. But if the flies touch the bottom part of the sticklike centre, they die.

Question:

1. What is the suitable title for the text?
  - a. Stamford Raffles
  - b. Italian Botanist
  - c. Rafflesia Arnoldi
  - d. Botanical Garden
2. What is type of the text?.....
3. How tall is the flower?.....

APPENDIX 2

☐ Reflective Essay

What have you learnt today?

What is descriptive text?

What is social function of descriptive text?

What are generic structure of descriptive text?

APPENDIX 3.

☐ Cloze test

The island of Sangalaki in Kalimantan was opened for diving in 1993. Its shallow reef system extends over 200 meters from the (1)... It is (2) .... as Indonesian Marine Park. The island is also a breeding ground for green turtles. At night female turtles come ashore and lay their eggs. At night female turtles come ashore and lay their eggs. Baby turtles hatch and they (3)... struggle their way to the sea while avoiding hungry birds.

1. a. land
b. island
c. continent
d. archipelago
2. a. boring
b. famous
c. luxurious
d. uninteresting
3. a. lazily
b. carelessly
c. differently
d. desperately

APPENDIX 4.

☐ Draft of Writing

Every story is—at the beginning—
the same opening of a door
onto a completely unknown space.
—Margaret Atwood

Title:

Details

Supporting Details

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX 6

☐ Review Paper

Name of your peer:

Her/his title:

Main idea(s):

Positive correction:

Need to improve:

APPENDIX 7

☐ Cloze Test

There is a recreational park near my house. it is (1)....with many big and shady trees. In the centre there is a tiger-pattern fountain with a small pond around it. People usually (2) .... Late afternoons by walking around or sitting on the benches only. People should not worry about being hungry and thirsty. There are many (3) .... around it.

1.	a. cool	b. hot
	c. freeze	d. Warm
2.	a. enjoy	b. enjoys
	c. enjoyed	d. have enjoyed
3.	a. parks	b. groceries
	c. fruit stalls	d. food stalls

[illegible]

EFL TEACHING AND LEARNING IN MULTIMEDIA LANGUAGE LABORATORY

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Abstract: Language laboratory is considered important for EFL teaching and learning. However, it is mostly used to teach listening skill only. The teaching of listening itself does not always run as it should be. There are many cases in which students feel that they are being tested in listening lessons. On the other hand, the teachers think that they already carry out their duty to teach listening. Many of their students might feel that the listening is not being taught, but tested. The use of multimedia language laboratory in teaching listening does not give any benefits in this case. Either to teach listening or other skills, language laboratories should be able to be used properly as they are actually the agents of multimodal literacy. This paper tries to explain how language laboratories could be and should be used for EFL teaching and learning of all language skills.

Keywords: laboratory, teaching, learning, procedures

INTRODUCTION

As the world goes globalized and free trade areas applied in many countries, the importance of English gains more concern around the globe. The goal of English teaching is not only about making students able to do tests, but also about preparing them to be able to use English communicatively. Hence, learners are expected to master all language skills. Beside reading, writing, and speaking skill, listening is also an important skill in language learning. Even according to Rost (2011), there is no spoken language without listening.

Unfortunately, it is not easy to make English learners able to listen well. Listening lesson seems to get least portion in curriculum. At schools, students learn more to read than to listen to English materials. The limited time lot for English

lesson at school is said as a factor that makes listening lesson minority. The unavailability of language laboratory at schools is said as another factor that prevent teacher to teach listening.

Language laboratory is commonly seen as an important facility in listening teaching and learning process. Each institution or school which teaches English makes effort to have at least one language laboratory. Without a language lab, the institution might not be considered appropriate. This point of view can easily be found anywhere in Indonesia. Many schools proudly display the picture of their language laboratories or mention the existence of the labs in their banner or websites. The same things happen in universities, especially in English Departments. No or poor language laboratory means bad reputation for the

department.

However, an expert like Brown (2015) does not even mention language laboratory in his “Teaching Listening” chapter. Instead, he uses “classroom” as the place to teach listening. Similarly, Harmer (2007), Richards (2019), and Rost (2011) do not mention language laboratory in their discussion related to the teaching of listening. They mostly suggest strategies, techniques, and tasks to be applied in listening classes. Harmer (2007) even suggested live listening i.e. genuine communication session in which teacher or visitors talk with students to enable the students to practice their listening skill in a face-to-face interaction. It is crystal clear that this activity can be carried out without a language laboratory. Another thing stated by Harmer is whether the teachers really teach listening, not test listening. He states that it is necessary to build students’ confidence by helping them listen better rather than by testing them. Finding out students’ difficulties and way out to overcome it is also Harmer’s concern. In short, the most important to point out is how listening skill be taught or be learned, not where it should be conducted.

Listening is not the only skills that can be taught and learned in language laboratory. All language skills and components can be taught in language labs. To support the explanation above, the use

of language laboratory to teach all English skills need to be elaborated. Teachers and students’ ability to use language laboratory and the proper activities to teach in language laboratory are other things to be considered. Language laboratory is a particular room designed with a set of audio aids where students listen and or respond to a programmed language (Kemendikbud, 2015). A language laboratory consists of students’ booths and a control booth for the teacher. The booths are equipped with computers that enable teaching and learning process which involves audio, video, and internet-based resources and tasks. This kind of language laboratory is called multimedia language laboratory. According to Davies, Bangs, Frisby, & Walton (2005), language laboratory is basically classsifeid into two types. The first is analogue language laboratory. It consists of Audio-Passive (AP), Audio-Active (AA), and Audio-Active Comparative (AAC). AAC type is considered the pioneer of modern language laboratory. The second type is digital language laboratory (multimedia laboratory). In a multimedia laboratory, the teaching and learning process is carried out digitally using computers and internet. This kind of laboratory highly relies on computer hardware and software. Besides, internet connection becomes an essential thing that enables teachers to find various digital resources.

MULTIMEDIA LANGUAGE LABORATORY AS A MULTIMODAL LITERACY DEVICE.

The use of multimedia language laboratory is actually in line with what so called multimodal literacy. Multimodal literacy is used to indicate the way processes of literacy –reading, writing, talking, listening and viewing– are occurring within and around new communication media (Kress & Jewitt, 2003; Pahl & Rowsell, 2005; Walsh, 2008). Language laboratory utilization in EFL teaching and learning helps improving students’ literacy. It helps students to understand the target language they learn through different ways. It helps meaning-making that occurs through the reading, viewing, understanding, responding to and producing and interacting with multimedia and digital texts. In short, it triggers the students to be media literate. They are considered media-literate when they understand how print and non-print texts function together in the development of thought, language, and knowledge (Mukminatien, N., et al, 2017).

Using multimedia language laboratory for EFL teaching and learning is suitable for the needs of recent students. They can quickly adapt to the navigation potential and the processing of different modes within digital texts (Gee, 2003; Prensky, 2001). Gee’s research (2003) on

video gaming suggests that the procedures involved can offer cognitive advantages with intricate literacy and learning opportunities. Bearne (2003) has for some time explicated the possibilities of teachers using students’ writing and production of multimodal texts within classroom literacy programs. Bearne and Wolstencroft (2007) have demonstrated possibilities for teachers programming and assessing writing through students’ multimodal texts. They show the interrelationship between reading and writing in producing texts and explain how students need to understand the meaning making potential of different modes, particularly the relationship between words and images, in reading, writing and producing multimodal texts. Unfortunately, there is no guarantee that teachers and their students are able to use the available language laboratory properly. Besides, the tendency to use language laboratory only for teaching and learning listening is still high. Toner et al. (2008) conducted a survey for individual which revealed that language teachers in UK were technologically very literate. The study also revealed that institutions there were well provided with a range of technologies including multimedia language laboratory. Over 70% of UK institutions in the survey had at least one digital language laboratory. Unfortunately, the existing multimedia language laboratories were not used

maximally. In some cases, language laboratories were being used simply as ordinary classrooms with little or no use being made of the technology; in other cases, they were used for supervised study rather than for teaching.

Still in UK, Vanderplank (2010) in his institutional survey found that language laboratories in UK were used for a very wide variety of purposes. However, the language laboratories were mostly used for listening comprehension. Other uses included interpreting, pair/group conversation work, telephone simulations, speaking practice, watching videos, examining, and subtitling. He also found that access to materials and flexibility were seen as the most useful features.

Different from the two previous studies, a survey by Yuwana and Munir (2016) can be a starting point to do research related to listening and the teaching of it in the lab. They found that most English teachers in Surabaya can operate language laboratory to teach listening. Based on their research, 82.4% can operate it while 17.6% cannot operate language laboratory. It implies that the laboratories were not used to teach other language skills either. It is also found that the frequency of using language laboratory to teach listening was low. The main purposes to use language laboratory in most state senior high schools in Surabaya were to teach listening. Yet, the

teaching of listening was still questioned because listening was taught by giving practice and exercise and CBT national examination preparation only.

In universities, especially in English department where listening lectures are mostly conducted in language laboratory, it is questioned whether students' listening skill really improve and language laboratory use is a factor that influence students' gain. Questions related to the importance of language laboratory also come up because language laboratory is expensive to build and to maintain. In digital era like today, language laboratories require special gadget like computer and headset. Such labs also require special software to be installed in server computer and student computer. This sort of software is expensive and rare. Universities and schools must buy it from language laboratory providers if they want to use it. However, the lifetime of the gadgets used in language laboratory is also limited. After 10 years, the gadgets will be obsolete and issues of incompatibility of the software might come up. On the other hand, the advance of technology nowadays actually enables teachers or lecturers to be more creative in teaching learning process by using common technology which is cheaper to buy/provide and easier to use such as android based smartphone. This technology can be used anywhere as long as internet

connection is available. In short, it is more practical, portable, and affordable than language laboratory. Yet, since language laboratory is still available and mainly used to teach listening in Indonesia, a concern on how to use it effectively to build students' language competence raises. It is to help to give teachers some ideas on how to use and manage their teaching in any language skills in multimedia language laboratory. It also gives the teacher ideas to consider other sophisticated and affordable technology if their language laboratory is troubling.

EFL TEACHING AND LEARNING IN MULTIMEDIA LANGUAGE LABORATORY

There are some important points to be considered in using language laboratory for EFL teaching and learning. First point deals with the purposes and the tasks of the lesson. The teaching objectives and the activities should be clear and well prepared. Without clear objectives and activities, the use of language laboratory will be in vain. It is important to bear in mind that language laboratory, just like other devices, is just a tool. It is the user who determines whether the tool can be used maximally or not. Thus, before using the lab, teacher should set clear objectives and design meaningful communicative activities which are appropriate to achieve the objectives.

The second point is that the teacher and the students should be familiar with how to use the language laboratory software. A sophisticated language laboratory will not be able to be used properly and maximally if the teacher and the students do not know how to operate it. Hence, teacher training institution should teach their students on how to operate language laboratory. Once a teacher knows how to operate the laboratory, she will be able to teach her students how to operate the lab as well.

The next point is anticipation on unexpected trouble. Hardware and software check should be done before using the language laboratory. If trouble with the computer happens for example, the teacher should be mentally and technically ready to face it by having a backup plan. The teacher should always have plan B due to possible electricity or other technical problems. If such trouble occurs, teachers can apply different activities to be done by the students. Teachers can even apply BYOD (Bring Your Own Device) by asking the students to use their personal gadget. BYOD involve students bringing personal gadget such as laptop to school to enable the students accessing course resources and applications online using their gadgets (Delgado et al., 2015; Johnson et al., 2015). BYOD helps teachers to conduct activities

which are similar to the ones applied in multimedia language laboratory.

Last thing to be paid attention is the internet connection of the students' computer. It should be disconnected unless the lesson requires the availability of internet connection. If the internet is connected, it might become a serious distractor for the students. Therefore, disconnect it would be best solution. The internet connection could be reconnected anytime the lesson needs it.

As mentioned previously, the language laboratory should not only be used for teaching listening only. It can also be used for the teaching and learning of other skills and components. The following are the examples of possible activities that can be applied in multimedia language laboratory in all language skills.

The first is the use of the language laboratory for teaching and learning listening skill. It should be bear in mind that the purpose is teaching listening, not testing listening. Therefore, the possible activities are as follow:

Learning objective: The students will be able to understand a listening material related to garbage problem.

Procedures:

1. Pre-listening

- A. The teacher shows the picture of a garbage island through computer using *teacher show* facility.

- B. Students are asked to guess what picture it is, where it is located, and how it is probably formed.

2. Whilst-listening

- A. The teacher *sends* the comprehension question file to *students' computer* and asks the students to read and to identify the keywords of each question.
- B. The teacher plays the audio. Students identify and note down the answers
- C. The teacher replays the audio. Students revise their wrong answers.
- D. The teacher and the students discuss the listening comprehension questions. The teacher *plays particular parts of the audio* to help the students identify where the answers can be found as well as distinctive pronunciation, vocabulary, and cultural bound expressions.

3. Post-listening

- A. The students are asked to find one interesting short audio/video material related to garbage problem through *internet* from the computer available in their booth.
- B. The students are asked to retell what they hear or watch in 3-

minutes-**recording** using the lab software and *send* the recording *to the teacher computer*

It is clear that the activities are not testing the students. The students do not simply do exercises and getting the answer whether they are correct or wrong. With the help from their teacher, the students can explore what they hear. They learn language feature and culture from the audio they hear. They can learn based on their pace.

The second is the use of the language laboratory for teaching and learning speaking skill. The possible activities are as follow:

Learning objective: The students will be able to describe a series of picture orally without a script.

Procedures:

1. The teacher shows a series of picture using computer monitor and asks the students to guess what happens in the pictures.
2. The students are asked to record their voice retelling what they see.
3. The students are asked to listen to their own recording and find the errors they make.
4. The students are given opportunity to record their voice for the second time, and send it to the teacher.

5. The teacher plays two audios describing the pictures. One is in British English, the other is in American English.
6. The students identify the differences between the two kinds of English in terms of pronunciation and vocabulary.
7. The class discusses the differences of the students' version and the audios played by the teacher, giving emphasis on pronunciation, vocabulary, and cultural terms.
8. The teacher sends the audio files of American English and British English version to the students' computer.
9. The students listen to the audios again. Compare them and their own, and imitate the way the words are pronounced.
10. The students are given opportunity to record their voice again, listen to it, and find out whether they make similar errors.

By doing such activities, the students will be able to describe a series of picture orally. In the same time, they will be able to recognize American English and British English. They could learn to imitate the way the English words are pronounced in American and British English. It is expected that in the end, they will be able to pronounce the words properly beside being able to describe the picture series.

The third example is the use of the language laboratory for teaching and learning reading skill. The possible activities are as follow:

Learning objective: The students will be able to identify right and false claims in an essay.

Procedures:

1. The teacher explains what is meant by right claim and false claims.
2. The teacher shows examples of right and false claims by showing a text containing claims and their evidences.
3. The teacher **sends a file** of a different essay to students' computer and asks the students to highlight the right claim soft blue and highlight the false claim yellow. The evidences of the claims should be underlined.
4. The students send their work to the teacher's computer.
5. The teacher selects one student's work which is considered outstanding, makes it anonymous, and **shows it in computer monitor** to be discussed with all students to check together whether the answers are correct or incorrect.
6. After discussion, the teacher sends a summary table to students' computer and asks the students to rewrite the right and false claims as well as the evidences in the provided table.

This reading lesson is an example of how multimodal literacy applied. The

reading texts are not printed. The students read them on computer screen then try to understand the text to find the claims exist there. The students learn to understand the text and in the same time learn to use the highlight facility in the computer software which indicates that they are digitally literate.

The fourth example is the use of the language laboratory for teaching and learning writing skill. The possible activities are as follow:

Learning objective: The students will be able to write a descriptive essay about their favorite spot in campus

Procedures:

1. The teacher shows a campus profile video using computer monitor.
2. The teacher asks the students what they think about the video and which part of the campus is their favorite place.
3. The students are asked to list what they usually see and enjoy in that place.
4. The teacher sends a writing template to students' computer and asks the students to write an outline about their favorite spot in campus using the template.
5. The teacher moves around and checks the students' outline. The

students revise the outline after getting oral feedback from the teacher.

6. The students whose outline is approved by the teacher continue to the next step i.e. developing the outline into an essay draft.
7. The drafts are sent to the teacher to get feedback for revision. Whole class feedback is given in the lab by using one student's work made anonymous and shown on computer monitor.
8. After giving classroom feedback, the written individual feedback is done using *review* facility in *mswords* (the teacher sends the draft with feedback to students' email, so each student can only see his/her own work). It can be done after the class dismissed.
9. The students do the paper revision at home and submit it on the next meeting.

From the four examples related to how teachers should manage their language skill class in multimedia language laboratory, teachers can grab the idea that the clear objectives and activities are important to make the students literate and able to master the target skills. Yet, there are only very few examples given in this paper so that teachers need to explore more

ideas themselves to make EFL teaching and learning in multimedia language laboratory runs well for all language skills, not listening skill only.

CONCLUSION

Based on the discussion it can be concluded that language laboratory can be used to teach all language skills and components, not only listening. However, trainings on how to operate the language laboratory is necessary. The use of language laboratory highly depends on its users. Sophisticated language laboratory cannot support ELT maximally if the users do not know how to use it to teach creatively. Dealing with more sophisticated technology also means flexibility in using the technology. In digital era, some functions of language laboratory can be substituted by portable device owned by students. Hence, BYOD might be applied. It can be used to support the teaching and learning process in multimedia language laboratory and in regular classrooms. Schools should not force themselves to have language labs because establishing a language lab is high cost and needs special maintenance. Besides, the technology in it is low durability because computers and software have limited lifetime.

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LEARNING ENGLISH FOR AGRICULTURE THROUGH ONLINE CULTURAL EXCHANGE PROGRAM: WHAT MAKES IT FUN

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Abstract: Even though online learning offers many conveniences for learners, the fact gives forth that the rate of students who quit the program is high. The same issue comes up from the online cultural exchange program (OCEP) which aims to develop students' English proficiency, especially English for Agriculture. While encouraging most of the students to complete the online instructions was challenging, the researcher found that some students were pretty active during the program and performed great interest in the program. As a negative perspective is essential to be considered, understanding what makes the students relish the program will also be beneficial for the headway of English online learning. This paper describes the voices from eight students accomplishing as well as enjoying the English online course through OCEP. It covers not only the magnetized aspects they experienced during the program, but also some obstacles they dealt with. Their ideas may provide new insight for educators who would like to optimize online learning in their classes.

Keywords: ESP, CALL, online learning.

INTRODUCTION AND LITERATURE REVIEW

In Indonesian higher education, especially for the non-English department, English is taught for a specific purpose based on the students' major (Kusni, 2013., Susilowati, 2008., Lie, 2007). For instance, students of agriculture faculty will learn English specifically for Agriculture instead of learning general English; medical students will learn English for medical, and other students from other faculties will learn English based on their major. Despite the benefits the students get after learning English for a specific purpose (ESP), teaching ESP is challenging (Fălăuș, 2017). Besides the students' English proficiency, which is heterogeneous and mostly at the

beginner level, the time allocation for ESP class is also short.

In the faculty of Agriculture, Brawijaya University, Malang, English for Agriculture is taught for 3 credits in a semester. Furthermore, this course is taken by the freshmen who mostly are a beginner. Thus, to support the success of its teaching and learning process, the teacher then optimizes the use of technology to enhance the students' English proficiency. Asmah (2018, p. 87) believes that "communicative and interactive activities specific to several professions and specific input for students' interests in the related field are among the merits of technology use in the field of ESP". By adding supplementary materials

through online discussion, it is expected that the students may enrich their ESP learning experience outside the classroom as well as become more independent to learn the language continuously even after finishing the course.

Besides promising many advantages in learning such as serving various students' learning style, and offering learning flexibility in term of time and place, online learning also promotes autonomous learning (Serdyukova N. and Serdyukov P, 2013). Thus, it makes sense to use it as a media to improve the students' English proficiency in higher education. Unfortunately, research also showed that many students prefer to quit the online course during the program because of some reasons (Martinez, 2003., Packham, Gary & Jones, Paul & Miller, Christopher & Thomas, Brychan, 2004, Willging and Johnson, 2009).

The same issue happens when the teacher implements online learning for ESP class in the Faculty of Agriculture, Brawijaya University. The teacher puts the students into an online cultural exchange program (OCEP) which is also joined by other students from Japan, China, and Taiwan. The teacher makes collaboration with other teachers, especially the ESP teacher of Miyazaki University, Japan as the developer of the online room. The students are required to join the online class

for about 6 weeks. It consists of 4 stages in which the students should accomplish the instruction of each stage based on the provided schedule. Mostly, the activity covers written discussion about a particular topic started from introduction about the students' university and daily life to issue in agriculture. Besides having an online written discussion, the students also have a chance to have a class video conference guided by the teacher.

As it is a compulsory activity during the ESP class, all of the students complete all of the required tasks. However, their participation seems to rely on the teacher's reminder. Once the teacher missed to encourage them to join the class, they will miss their online assignment. The teacher notices that there are only 8 students who actively participate in the program with or without regular instruction from the teacher. Since many research has already studied the students' reasons in quitting the online course, it is also essential to look at the reasons for what makes the students stay. This article explains what aspects that make the students enjoy the online cultural exchange program as well as the obstacle they deal with and how to solve it.

METHODOLOGY

The subjects of the research were chosen based on the teacher's observation of the students' attitude during the online

cultural exchange program (OCEP). There were 38 students in a class joining the OCEP as an additional activity for their English practicum class. All of the students got a private account to access the online room and they should do any instructions in the online page including introducing themselves, talking about their campus and study, talking about their culture, and giving comment related to the videos which were posted in the online room. As this activity was compulsory for students to pass the English for Agriculture course, all of the students completed all of the stages at the end of the course. However, the teacher noticed that most of the students were late in doing the assignment. The teacher needed to check their online performance regularly and reminded the students to do their assignment every week.

During the program, the teacher found that eight students were active during the online program. They were not only completing the assignment in each stage before the deadline, but also pretty active in commenting other students' post as well as in responding their buddies' comment, providing a complete explanation when required, and also visiting the online room in a regular basis. These students were then chosen as the subject of research.

As the instrument to collect the data, close and open questionnaire were given to

the students to probe their experience during the program. Close questionnaire covered some yes/no and multiple-choice questions, such as asking their perception about the teacher's role, their perception whether they like the program or not, how often they access the platform, etc. while the open questionnaire asked them to explain their reason of enjoying the program, what obstacles (if any), and how they managed their time during the online program.

RESULT DAN DISCUSSION

As all of the students answered that they did enjoy the program, it was found that the students enjoyed the program because of two things. First, they enjoyed learning English through an online cultural exchange program because it offered the chance to make new friends from overseas. Since in Indonesia, the students had limited English exposure as well as a limited chance to practice the language, this online program provided room for them to practice their English as often as possible. The students got the chance to experience real communication with foreigner by using the language in context. It was fun for students to get new friends who pushed them to use English only. Students were excited about responding message from other students from other countries since they could feel the "real benefit" of mastering English. The

students also said that most of the time, they felt it hard to convey their idea in English. Fortunately, since it was in the written form, they had the chance to look at some references before replying or sending message to other students.

Well, of course, all of the students in the class experienced the same thing, engaging in a new online environment where a lot of new friends could be reached. However, what made these eight students experienced "different happiness" was the fact that they did not really care whether they would get a good score or not from the teacher. They purely enjoyed making new friends without worrying too much about the instruction. It was different from other students who finished the online assignment just because it was their obligation in doing so. Most of the research subjects convinced that they wanted to continuously join the program even though the program was optional.

Also, it was found that these students got the response they expected from their new friends. As they experienced a warm welcome from their buddies, they felt comfortable in having chat with their new friends. Some students were unlucky for having a passive partner in the online instruction so that it demotivated their willingness in joining the program. Therefore, it was essential for teachers to make sure that each student had a good

attitude toward their online buddies. Being passive and taciturn somehow offered unexciting teaching and learning process. As this online course was joined by hundreds of students from a different country, it was important then for teachers to make good communication with other teachers. Encouraging your students only to be active in the classroom was inadequate. To make your students enjoy the program, the teachers had to make sure that their online buddies were also active students.

Second, besides because of new friends, the students also enjoyed learning English through this platform because they could learn about other cultures. Some students might share their unfamiliar country's culture to show how great their country was. The students were also believed that talking about culture was their favorite and also one reason why they liked the program. It was interesting to know that the students shared their personal experience related to the culture they posted. When the students talked about their personal experience, it could make their buddy became more interested and did the same instead of only copying the famous culture on the internet as most of the students did.

Even though online learning promotes autonomous learning, in this case, all of the students believed that the teacher still took an important role during the

program. The students convinced that they needed teacher's instruction about what to do during the online program. However, one student thought that he/she actually could still accomplish the program without the teacher's assistance.

The last, these eight students stated that their biggest challenge in completing this online course regularly was the schedule. As university students, they claimed that they had a lot of assignments to do. Therefore, allocating specific time to work on an online assignment could be frustrating. Fortunately, it was great to know that some students made the initiative to arrange a special schedule about when they should access the program. It showed that besides flexibility in term of time, online learning was also promoted autonomous learning that the students might have good time management toward their learning responsibility.

CONCLUSION AND SUGGESTION

Despiting its advantages, we cannot deny the fact that the number of dropout students in the online course is high. Therefore, it is essential to understand the aspect that the students like so that it is not only offering flexibility in term of time and place but also providing interesting teaching and learning process for students.

By collecting data from 8 active students in the online cultural exchange

program, it was found that making friends from overseas is the most attractive aspect which makes the students stay in the program. Putting students from other countries will push the students to use English only during the program. It will give them the real experience of communication. In the same time, when the students realize that they find difficulty in using English to communicate, they will then learn it based on their needs. However, this plan will only work well if both sides have the same interest in making communication. Also, choosing a topic which is connected to the students' experience is considered as interesting materials that make the students enjoy the program. Thus, the course designer should not only focus on the materials but also should deal with some instruction which may cover students' personal experience.

As the students realize that by mastering English, they can access more information from the foreigners, they will become more interested in learning the language, will discover their weakness in using the language, as well as will learn independently the materials they want to know or the materials they need.

Lastly, since online learning provides flexibility in term of time, it suggested that the teacher should teach the students how to develop their autonomy including managing time wisely.

It is highly suggested that the online course designer uses buddies or participant from overseas who have the same level of English proficiency so that they can learn from one another. Also, conducting further research with more respondents is suggested to probe the students' attitude during the online cultural exchange program.

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THE APPLICATION OF FLIPPED LEARNING APPROACH TO TEACH ENGLISH FOR SPECIFIC PURPOSES (ESP) OF NURSING

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Abstract: Teaching English for Specific Purposes (ESP) of Nursing via the Flipped Classroom has evolved into an undeniable popular pedagogy, driven by the momentum of many English teachers of nursing across the world that have embraced the idea. These passionate educators are making a meaningful difference in how students learn, and enhancing learning outcomes in the process. This evolution has also been made possible because of the unprecedented capabilities of modern digital technology, the Internet, the World Wide Web and E-learning Moodle. Upon this framework, an ever-expanding array of powerful software has been made available. Furthermore, in the current decade, mobile technologies like tablets and smartphones have fundamentally altered the ease and convenience with which students and teachers can access digital content. This paper investigates the efficiency of the application of the Flipped Classroom pedagogy in an English for Specific Purposes of Nursing class by analyzing the findings of the presented literature review regarding the Flipped Classroom pedagogy, examining the benefits of this strategy, demonstrating the author's qualitative reflections based on personal pedagogical experience which will suggest ways to implement the FC pedagogy in an ESP module of Nursing and finally the paper will examine the challenges that may be faced and ways to overcome them.

Keywords: Flipped Classroom, Technology, Active Learning, Creativity.

1. Introduction

Teaching English for Specific Purposes (ESP) of Nursing to undergraduate nursing students in universities where English is the language of instruction is of paramount importance to these students, as not mastering academic English will be a hindrance in their ability to study in their vocational areas, so mastering the English language prepares students to meet the demands of their faculties. With today's millennial students who belong to the virtual world, using a pedagogy that is tailored to their interest is essential for its success, as embracing digital learning is

what may engage the 21st century students. Trucano (2005) asserted that Information and Communication Technologies empowers both teachers and learners making the classroom student-centered and not teacher-centered. Moreover, the quality of graduates nowadays needs to be enhanced, as they cannot be just vessels to be filled with information from the teacher, but they should be able to analyze information and conduct research. As Evseeva (2015) observed there is a "transition from "education for life" to "lifelong learning" which is understood as

continuous and self-motivated search of knowledge for different purposes either professional or personal.” Thus, there was a need for a new teaching pedagogy that changes the role of the teacher from a knowledge disseminator to a learner coach and helper.

The Flipped Classroom approach appeared in the year 2000 by Lage, Platt and Teglia and then has been developed and made popular by two high school chemistry teachers Jonathan Bergmann and Aaron Sams (2012) who first used it to overcome the need to give after school help to student athletes to be able to grasp what they missed while they were absent attending competitions. It was started in the Fall Semester (2015) at the British University in Egypt when the Head of the English Department Professor Shadia Fahim suggested piloting this new pedagogy to enhance students’ learning. Strayer (2012) stated that students in this Flipped mode are introduced to course content outside the classroom and then engage in content at a deeper level inside the classroom, as “interactive technologies made it possible for educators to qualitatively reconceptualise the teaching and learning dynamic.” In other words, this Flipped Classroom approach inverts the traditional lecture mode classroom by having students learn course content outside class while freeing class time for hands on activities,

engagement in active learning using higher order thinking tasks (application, analysis and synthesis) and clearing misconceptions via discussing major issues with teacher and peers.

The aim of this paper is to evaluate the effectiveness of the implementation of the Flipped Classroom pedagogy in English for Specific Purposes of Nursing class at Nahdlatul Ulama University of Surabaya, Indonesia. It will start with a literature review of the previous studies on the Flipped Classroom approach; then, it will illustrate the research methodology used; next, it will discuss the benefits of this pedagogy; afterwards, the paper will demonstrate guidance and recommendation for a Flipped Classroom application based on the author’s personal experience; and finally, it will examine the challenges that may be faced and ways to overcome them.

Literature Review

Many research studies have been conducted on the efficiency of the Flipped Classroom pedagogy. O’Flaherty and Philips (2015) conducted a scoping review and their results indicated that the Flipped mode of learning leads to students’ improved academic performance, increased satisfaction of teachers and students and the development of lifelong learning abilities together with other 21st Century skills.

Moreover, Roach (2014) implemented this approach on a partially FC microeconomic course over one semester and recorded students' perception regarding this FC pedagogy and the results showed that they were in favor of this pedagogy and that the instructional design is beneficial across student groups. Similarly, Elliot (2014) analyzed using a survey and reflective statements a FC sophomore – level information technology course and his results indicate that at the beginning of the course the students were just receptive of the concept of the FC; however, by the end of the course there was significant satisfaction with this FC pedagogy. Furthermore, Gilboy et al. (2014) conducted the FC pedagogy on two undergraduate nutrition classes and the majority of the 142 students in the results of an evaluation survey was pleased with this new mode of learning and preferred it to the traditional pedagogy. He asserted the success of this education strategy for both students and instructors. Moreover, Evseeva and Solozhenko (2015) implemented this approach in a language class and the results were that students' motivation developed and their academic performance was enhanced. In addition, Hung (2016) conducted a study on English Language learners using the FC pedagogy and the results indicated improved learning outcomes and increase in student

satisfaction and participation in the learning process. Furthermore, Tally (2013) used the FC mode with undergraduate psychology students and the results demonstrated an increase in the students' final grades which shows the positive effect of the FC strategy on their academic performance.

Several other research studies have been conducted to test the efficiency of the FC strategy and their results are promising (Butt 2014; Davies et al., 2013; DeGrazia et al., 2012; Findlay-Thomson & Mombouquette, 2014; Mason et al, 2013; McLaughlin et al., 2013; Tune et al., 2013; Wagner et al., 2013). In this FC mode of learning students were better prepared for class (DeGrazia et al., 2012; McLaughlin et al., 2013); were more engaged, enthusiastic and motivated (Butt, 2014; Davies et al, 2013; McLaughline et al, 2013; Wagner et al, 2013), scored higher grades (Mason et al., 2013; Tune et al., 2013); were more eager for cooperative learning (Strayer, 2012); became personalized learners (Bergmann & Sams, 2012; Davies et al., 2013) and proficiently adopted problem-solving skills (Mason et al., 2013). On the other hand, only a few studies had different results. Fassbinder et al. (2014) conducted an experiment using this FC strategy and the results indicated that the participants were at first motivated and engaged, but eventually this diminished, as students found difficulty in creating patterns of

regular study and needed instructors to send them messages to persuade them to complete their flipped pre-classroom tasks. In addition, Al Zahrani (2015) implemented the FC approach and his findings indicate that this approach may “promote students’ creativity especially with regard to fluency, flexibility and novelty.” However, students faced various difficulties because they were not well prepared for this change in the learning strategy. Moreover, Strayer (2012) conducted a study using the Flipped approach in an introductory statistics university course, but students were not content with the structure of presenting course tasks in the FC mode, but this pedagogy enhanced their cooperation, innovation and task orientation. Furthermore, Atteberry (2013) conducted a 3-year study at a Harvey Mudd College and the preliminary data suggested that there was no difference in students’ outcomes.

Research Methodology

This paper will further investigate the efficiency of the application of the FC pedagogy in an English for Specific Purposes of Nursing class by the analysis of the findings of the above literature review of the FC pedagogy, examination of the benefits of this strategy, the author’s qualitative reflections based on personal pedagogical experience which will suggest

ways to implement the FC pedagogy in an ESP module of nursing and finally it will examine the challenges that may be faced and ways to overcome them. According to the aim of this study the research objectives are as follows:

To evaluate the effectiveness of the Flipped Classroom approach in an English for Academic Purposes module.

To demonstrate recommendations and guidance for implementation of this Flipped Classroom pedagogy based on actual experience. To examine the challenges that may face educators in application of the Flipped Classroom approach. Advantages of the Flipped Classroom approach.

There are various advantages of the FC approach. Firstly, it allows students to be exposed to the Constructivist (in- class) and the behaviorist (outside the class) principles of learning (Hawks, 2014). This is because students outside class get the foundational accredited content that is required in the behaviorist learning theory which should include lectures, tutorials and drills which are all teacher controlled (Hawks, 2014). On the other hand, the Constructivist learning principle is based on cascading on the students’ previous knowledge and their taking responsibility for their own learning so that a teacher is no longer as King (1993) described a ‘sage on the stage’, but he/she becomes a ‘guide on the side’.

Other learning theories that the FC pedagogy builds on as Lowell and Verleger (2013) maintained include student-centered learning, problem-based learning and peer-assisted learning (as cited in Elliot, 2014). Secondly, FC strategy allows students to access content 24/7 allowing them to learn new concepts on their own time. In the traditional class some students would be too shy to stop the teacher if he/she is going too fast, but in the FC mode students can pause and rewind the video until they master content (Bergmann and Sams, 2012). Moreover, if a student registered late, he/she can view the videos and be able to follow up with the rest of the class or in cases when students are sick or are unable to attend class for one reason or the other, they could easily grasp the course content from the videos and material that they have at their fingertips on e-learning. Thirdly, teachers could easily monitor students' progress from the e-learning dashboard which will show the questions that most students were unable to answer correctly which will enable teachers to identify the knowledge gap that needs more clarification, so that they could address these problems and misconceptions in class via hands-on activities and thus students' incorrect notions are alleviated. Fourthly, class time is spent in engaging in content at a deeper level, thus creating "learning connected communities" (Garrison and

Kanuka, 2004; So and Brush, 2008). In other words, in class students will be involved in applying the content they learned before class via active learning tasks that include as Davis (2013) stated "collaborative activities and peer learning, which is reflective of how the systems analysis and design process is conducted in a real world environment" (as cited in Elliot, 2014). That is to say, students in class are involved in critical thinking, discussion, problem-solving, communication and feedback which are all key vital competencies needed in the actual world especially in the workplace. These in-class activities should allow students to use their higher-order thinking skills that were mentioned in Bloom's Taxonomy (1984) which include analysis, synthesis, evaluation and creation. Fifthly, the FC pedagogy gives students ownership of their learning as the onus of learning is placed on the students. This occurs in the FC mode of learning because "marrying the technological tools and asynchronous content delivery used in a [FC] with a student directed approach to deciding what is learned can create an environment in which curiosity thrives" (Bergmann and Sams, 2012). This environment empowers students, as they are responsible for their learning which gives them a driving intrinsic force to learn, as this is not an extrinsic outside enforced power placed by

their teachers who are no longer the center of the class, but are just facilitators helping students retain their knowledge, monitoring students' progress, boosting their confidence, maintaining their motivation and giving them feedback (Marsh, 2012). This new teacher role should be clearly explained to instructors before they start using this new strategy. Sixthly, the on-line and in-class discussions and forums that the students participate in, lead to the development of their speaking skills which helps them in mastering the language (Evseeva and Solozhenko, 2015). Last but not least, the FC pedagogy addresses students' differentiation with regards to language competence, learning style, language learning pace, as they will differ in their ability to grasp the content material of the module and also in fulfilling

assignments. Therefore, the FC mode will give students the “opportunities to choose the tempo, speed and the volume of the content that they need to study” (Evseeva and Solozhenko, 2015). All the above mentioned advantages motivated universities and schools to adopt this FC mode.

Implementation of a Flipped Classroom in English for Specific Purposes of Nursing Module

Before examining the implementation of the FC pedagogy in an ESP module of Nursing, it is essential to compare between the traditional classroom and the FC which could be perceived in the following chart:

Fig. 1: flipped classroom activities (adopted from Bishop & Verleger, 2013)

As is perceived in the above chart the FC method is a student-centered learning theory that advocates interactive classroom activities which include practical activities based on active learning. Bonwell and Eison (1991) asserted that active learning occurs when students are provided with

‘instructional activities’ where they are involved “in doing things and thinking about what they are doing.” In other words, class time is dedicated for review, assessing students’ level of retention and understanding of the course material rather than having the teacher repeat the lecture

content in class as in the traditional mode of teaching where the teacher-centred theory is applied. The traditional mode as is illustrated above prescribes explicit instruction methods that take place in class and at home students work on their assignments which usually are difficult for weak students who are unable to follow the teacher in class and therefore fail to do them at home. The FC mode solves this problem because weak students could watch the videos or read the assigned material more than once and the assignments are attempted in class with the help of the teacher who explains difficult concepts that some of these students may be in need of.

The Flipped Classroom pedagogy could be implemented in an English for Specific Purposes Module as follows:

Pre-Class Tasks

Two videos or screencasts: Each video/screencast is 10-15 minutes long to minimize student boredom and distractions. These videos could be either selected from YouTubeEDU or created via Screenomatic if the available videos are not properly designed to fit the module's intended learning objectives. A short self-practice interactive quiz following each video comprising true or false, multiple choice or fill-in-the blank questions. These questions are simple, as students are able to answer, if they understand the content of the video. The video and quiz are uploaded on e-

learning and students can attempt them many times and get immediate feedback about questions that are incorrectly answered. These quizzes are not graded to erase the fear of penalty, as students do not lose marks if they make mistakes; however, they are considered part of the students' attendance. Teachers can monitor students' answers to identify problems before the class. When some of the students do not watch the videos or attempt the follow-up quizzes, they are sent warning e-mails to persuade them to do so, or else they are barred from submitting their final assessments. Students are asked to take notes while watching the videos and to write questions to bring to class for discussion. This is an important component of the FC pedagogy because in the third semester that this strategy was piloted at the Nahdlatul Ulama University of Surabaya, Indonesia, some students when asked a question about the pre-class videos mentioned that they forgot the content that they watched because they were not requested to take notes or write short summaries and bring them to class. Rath (2014) advocates the WSQ framework which stands for Watch, Summarize and Question. This framework if embraced by students will enable them to underpin their academic proficiency and achieve their full potential.

A book chapter or evidence-based journal article: these are varied in their

complexity and students are asked to read them to expand upon the content of the recorded videos.

English Word of Nursing term List activities: students are requested to attempt these interactive exercises to expand their nursing vocabulary. They are also requested to use the English Word of Nursing term that they learn in their writing assessments.

In-Class Tasks

Question and answer discussion (10-15 minutes): this takes place at the start of each class to verify that students have watched the videos and read the required material. Students must have their questions and notes to participate in the discussion. Students sit in groups and discuss together the questions that they have with them. Teacher monitors and then a whole class discussion is conducted to answer students' difficult problematic questions.

In-class formative quiz (10-15 minutes): this is usually designed using Socrative as students attempt these quizzes using their mobile phones and teachers get an access point to enable students to access the internet via Wi-Fi. The Socrative quizzes are interactive and are marked automatically, so teachers receive the students' grades in class on the screen. These quizzes are designed to test the students' knowledge retention of the material that they acquired before class.

These quizzes are graded because as Toto (2009) asserted that students need the 'carrot and stick approach' to persuade them to consume the course material before class when they know that they will be graded on whether or not they have attempted these pre-class tasks.

Think-pair-share exercise (15 minutes): this includes a discussion of a problem that students try to solve first individually and then they share the solution with their pair.

Group-work hands on activity (30 minutes): this is designed to engage students to collaborate together in a group activity to practice and apply the content that they acquired before class. The activity should require higher order thinking skills of synthesis, evaluation and analysis.

Group presentations (10 minutes): this was piloted to allow students to give a two minute mini-presentation about one of the difficulties that they face when giving a presentation. They have to research the matter and take part in a forum discussion prior to their presentation. Teacher monitors and gives feedback to allow students to be better prepared for their Final Presentation.

After-Class Tasks

Research article (summative assessment): This is a problem solution essay in which students analyze the causes and effects of a problem, evaluate previous

solutions and persuade the reader with their best solution. This is undertaken in a Web Quest. Hung (2015) argues that structuring the Web Quest in five essential elements namely, Introduction, Process, Task, Evaluation, and Conclusion “is an effective active learning strategy for flip teaching.” The students must use the new nursing vocabulary that they developed.

Journal article review: Students use the academic vocabulary that they acquired from the English Word of Nursing List in reviewing and critiquing a journal article focusing on current course content and to demonstrate that they have reached the intended learning objectives of the module.

Presentation Forums: This is where students discuss solutions to the problems they face while giving presentations.

Discussion Board: This is where students post questions to their teacher or to their peers to help them if they find difficulty while watching the videos or reading the posted material.

Recorded video at the end of the semester: Each student records a video of himself teaching the intended learning objectives that he acquired in this module to an imaginary class (Tally, 2013). The teacher watches the video and gives feedback to the student on parts that need to be reviewed or omitted due to misunderstandings or misconceptions. In order for the student to record this video

he/she should have understood and interpreted the course material and reached the intended learning objectives to be able to generate narration in his/her video for example the topic is about injection. The students should create role play video about it with partner.

The above tasks were divided evenly throughout the 13 week semester to avoid unnecessary overload or busywork for the students who had other projects and quizzes in their faculties. It is important to highlight that the above tasks should be carefully prepared so that they are all aligned together to have a synergistic effect in which the whole is greater than the combined parts and that they all work together to help students achieve the intended learning objectives of the module by the end of the semester.

Results and findings

To find students’ opinions regarding the FC strategy, an end of semester Forum was conducted and the following questions were asked:

What did you like about this semester?

What did you not like at all?

How did you feel about the online classes?

Did you like getting the lectures at home?

What do you think could be done to make the experience more enjoyable?

The majority of the students’ responses were positive regarding their satisfaction

with the Flipped Learning Classes as seen in the following feedback of some of the students:

Positive points of this module: first, the online classes are providing me more skills and experience which improve the face to face classes. Second, the technique of teaching as a very active teacher in the class by using diverse teaching methods to make the class motivating for us.

This English level was the most level I did benefit and learned from. I liked how we learned in class by doing activities. I enjoyed how the lecturer made us learn many things in the same time without getting bored in class.

Online classes are better because quizzes can be done at any time students are free in. Also to learn lectures and be prepared before class is a good way to learn.

The flipped classroom is really beneficial as it is a reference for me to check whether I am working on the right track or not.

The things that I do liked this semester the online classes were effective and easy to be understood.

What I liked in the course, first, your way of teaching as a very active teacher in the class by using different teaching methods to make the class interesting for us. Second, the online classes are providing me more skills and information which enhance the face to face classes.

Challenges that Face the Flipped Classroom

Some students do not have internet access. In this case teachers should burn the videos or screencasts on DVDs or save them on a flash pen and prepare copies as a plan B for such students to avoid creating a divide between students who have and do not have internet.

Flipping the classroom can never guarantee that students will watch the pre-class videos or read the pre-class material. However, if attendance or grades are linked with these pre-class tasks, students will definitely attempt them eagerly to get the grades. It is important to point out here that grades should not be spurious and awarded for just submitting an assessment or attempting a quiz, but should be based on the quality of the students' work.

Some students do not like to go on-line or work in groups because they prefer to work alone. This could be overcome if students understand the rationale behind the decision to use the FC mode of teaching. At the beginning of the semester when this new FC strategy was piloted at the Nahdlatul University of Surabaya, Indonesia, a role play video was developed to explain to the students this new teaching approach. It was very beneficial as it clearly described the FC strategy, the student role and the teachers' role as well.

Course tools and materials are sometimes not sufficiently or properly prepared. It is therefore imperative to prepare “effective teaching and learning activities to ensure the students’ proficiency and engagement, which in turn, may aid the promotion of creativity (Al-Zahrani, 2015). A suggested tool to do so is to have teachers use the Felder-Soloman Index of Learning Styles questionnaire which will enable them to identify the students’ learning styles according to the following four scales: visual/verbal, sensing/intuitive, active/reflective, and sequential/global, which will help them to decide which material to use while preparing for the material for the module.

Conclusion

The FC strategy has been widely used in universities to increase students’ performance, enhance their engagement, improve their problem-solving techniques, and develop their collaboration abilities and foster student-teacher and student-student interaction. This paper has endeavored to add to the literature of the FC pedagogy in its analysis of the efficiency of the FC mode of teaching in English for ESP Nursing class. Future research is needed to test its effectiveness when used in other modules that do not include languages.

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"SPEAK UP AND APPRECIATE!" GAME: TEACHING ENGLISH FOR ELEMENTARY SCHOOL STUDENT

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Abstract: The industry 4.0 era is approaching and it is important to prepare primary school students for it. Some of the skills needed are English mastery and technology along with strong character. For primary school students, English should be taught integrated with games. This study aimed to describe the application of one of a game used for teaching English, "Speak up and appreciate!" This study is a literature review by nature which data came from several books and journal articles. "Speak up and appreciate!" is suitable for primary school students. Students were highly confidence when they were given chances to speak. In turns, appreciation should be given to any students who dare enough to speak. The form of appreciation could in verbal or nonverbal form. By applying the game, students felt safe and were encouraged to speak. Self-confident is an important character in facing the industry 4.0 era.

Keywords: speak up, appreciate, teaching English, primary school

INTRODUCTION

Industry 4.0 revolution was running and influencing human life. Many works can be done by machines. Technology developed so fast. Does it influence education field? Yes, of course. Many books are digitalized. Many lessons are taught by online learning. It happens in elementary school too. But there is more important thing that elementary school student should develop their personal character and social environment. In Indonesia, elementary school education aims for basing intelligence, knowledge, personality, good moral, life skills to be autonomous, and for continuing to the higher school as stated in "Peraturan Pemerintah No. 19 tahun 2005". Basic knowledge should be taught at this phase.

As well as knowledge, personality development is very important at this stage.

Elementary education aims that student must have a tough character. Be confident is one of the important character. Children who enter the school stage will meet new friends, new teachers, and new environment. They will adapt to the new relation. Elementary school teachers should know this condition and they have to build a comfortable learning process. Being appreciative is a way for bringing this comfort atmosphere. Not only teachers but also students should not lazy to give appreciations.

Elementary school student in Indonesia is approximately 7 until 12 years old. At this stage, they develop their social relationship. When they turn 9 years old,

they like to spend the time with their friends, they like to talk more, and they often praise their mates (Allen & Marotz, 2010). They communicate better than the previous stage. Otherwise, when it is not supported by a good environment, they will be shy to have conversation with others.

Communication skill is also one of the important skills for facing industry 4.0 revolution. We need to know how to interact with people all over the world and speaking skill is the basic skill we have to learn. As we know that English is an international language so that students should have this competence. As Medwell, et al (2009) said that talk is central to the primary curriculum and particularly important in English. Talk is central to the primary curriculum and particularly important in English. “Encouraging children to listen carefully and become confident speakers in a wide range of different contexts will provide them with a strong foundation for communication in the broadest sense, as well as establishing a framework for the teaching of reading and writing” (Medwell, et al, 2009:28). Because of this importance, teaching English speaking skill in elementary school has to provide a comfortable learning to students.

English Speaking Learning

Speaking is one of branch in English learning which is base of communication skill. Speaking is a competence that

demands knowledge of language and discourse, a sound mastery of the sub-skills of speaking and also a good command of communication strategies (Surkamp & Viebrock, 2018:110). Especially in Indonesia’s elementary school, English is second language, so that students have to learn harder. Teacher should provide a communicative and comfortable learning for making students be motivated. As Scott (2009) stated that “... as the children spend more time in their English-speaking environment, they will develop a wealth of grammar and vocabulary knowledge that we need to consider when teaching”.

The goal of English speaking learning is student can speak fluently and confidently. “As speaking is highly complex, being able to speak fluently and accurately does not follow naturally from grammar, vocabulary and pronunciation instruction. In order to become a fluent speaker of a foreign language, plenty of practice, meaningful repetition and some level of automatization are crucial” (Surkamp & Viebrock, 2018:109). Students have to practice more and more. Mistake is allowed for letting the students speak anything. But teacher need to correct for better achievement. For motivating students, teacher should appreciate their efforts. Student will be happy when they can speak fluently and they will be happier if they are respected.

Teaching English speaking can be done in many ways. Dumais (2014) said that English speaking could be taught by game, stories, songs, videos, and apps. Teaching English speaking skill by playing game provide the learners to practice directly. Communicative games are useful for practicing various aspects of intonation, syllabification, stress, and so on. (Diaz-Rico, 2013:150). Speaking can also be integrated with listening and reading skill, for instance students reading a story then they are asked to retell or give a comment. “Inviting storytellers and community elders to tell stories in class provides rich stimuli; and when the visitors are gone, the students can finish these stories to continue the entertainment” (Diaz-Rico, 2013:148). Students will be more creative by learning with this method.

Assess speaking skill is a challenge because of its varied criteria. Interactive conversation is the most common shape of speaking but assessing this is difficult enough because of the performative, emotional, and creative aspects of language use like jokes, storytelling and word-play that are the vital ingredients of this kind of interaction (Surkamp & Viebrock, 2018). International English Language Testing System (IELTS) is the world’s most popular English language test which the criteria are fluency and coherence, lexical resources, and pronunciation.

Appreciation

Appreciation is human mental needed. Robbins (2007) said that appreciation is the most important aspect of fulfillment and happiness that also a key of success. In his article, he wrote that U. S. Department of Labor stated that lack of appreciation is the most reason of why people leave their jobs, in rate 65%. In line with Robbins, Taran (2012) also stated that “Appreciation is a pillar of happiness and one of the fastest ways to shift a student’s mood and perspective”. So, for keeping student’s mood, teachers should not lazy to giving appreciation to their students.

“Being appreciative, expressing appreciation, and receiving appreciation have got to be among the most obvious skills one would seek to learn. Why? Because everyone loves to feel appreciated—it brings out the best in people and makes them act nicer, perform better, and feel better about themselves. When people feel appreciated, they are on top of their game; they are creative, resilient, loyal, and generally fun to be around”. (Carlson; Robbins, 2007: viii).

Appreciation is not only saying positive words but also expressing interest. Giving applause, smiles, thumbs up, and shaking hand are also appreciation. Other appreciation is present, such as school equipment, meals, and so on.

Appreciation and confidence are related. Appreciation will help individuals

gain confidence about their dreams and how to fulfill their goals” (Robbins, 2007). Teachers should give appreciation to their students for enhancing students; confidence. “... appreciation often stimulating, fostering, and encouraging a better attitude.” (Shearer, 2006:xv). Not only teachers, students can also give appreciation to their mates. Being appreciative students can make the school environment are comfort.

Other advantage of appreciation is that appreciation will motivate students and strengthen the togetherness. “Appreciation for a job well done can bring someone to peak performance and it will help to turn a collection of people to team” (Shearer, 2006). Orr & Cleveland-Innes (2015) also said that appreciative leaders empowered to innovate, created what is needed to move forward, and trust to their staff. In school field, appreciative students can be defined as students who have spirits to move forward and trust to their friends. Reiteration of appreciation in a different setting will strengthen people relationships (Shearer, 2006). Based on those theories, appreciation can strengthen the teammate.

Student’s Confidence

Confidence is about someone faithness to make a decision or doing anything. In this article, student’s confidence defined as students’ stability in English speaking. Confidence can be

expressed. Confidence can be seen by these following behaviors (Kuhnke, 2016:15).

1. Posture: upright, chest expanded, head lifting upwards from the crown, chin held in a horizontal position, the sensation that the shoulder blades are meeting at the spinal cord and melting downward. Wight evenly distributed.
2. Eye contact: when speaking, look at the other person 45-75% of the time. When listening, aim for 65-85%. Too much eye contact can make a person look defensive or threatening. Too little indicates signs of discomfort including shame or shyness.
3. Facial expressions: think “Calm. Open. Positive.” A warm smile welcomes others into your arena and makes you appear in control of your environment. Avoid big, toothy grins, as they can make you appear more comic-like than confident.
4. Gestures: contain your gestures. Be in command of your movements. Keep them simple and clear. Gesturing higher than shoulders implies a lack of control, while gesturing below the waist indicates a lack of interest.

METHOD

This study aims to describe how “Speak Up and Appreciate!” Game works in English speaking learning, especially in

elementary school. This study use literature review from many books and journals.

RESULT AND DISCUSSION

“Speak Up and Appreciate” Game

“Speak Up and Appreciate” Game is a kind of game to teach English speaking for elementary school. As Medwell, et al (2009:29-31) stated that teacher can use many activities to encourage talk for the early years learners, such as rhymes, sensory play, imaginative play, storytelling and traditional stories, and puppets. “Speak Up and Appreciate!” Game is applied in a whole class by teacher’s guide. It can be applied at all grades. The higher grade use the more complex word, phrase, or sentence. These following steps describe how the game is played in the fourth grade.

1. Teacher says that all students could speak up when he/she is given a chance to speak.
2. Teacher says that students should say a word about things in the classroom.
3. Teacher chooses a student who should say a word about things in the classroom.
4. The chosen student says a word about classroom.
5. When the chosen student is true, the student who is on the right side of the chosen student should appreciate with a good word then all students give

applause. These are many examples of good expressions.

“Good work!”

“Good jobs!”

“Well done”

“Thank you, this is the best solution”

“Extraordinary!”

“It is amazing!”

6. When the chosen student is false, the student who is on the left side of the chosen student should give a positive comment to motivate the chosen student and help him/her to answer the right one. When he/she cannot answer the right thing, teacher has to say a positive feedback then teacher chooses another student who has not be chosen yet.
7. The game runs until some or all students speak.
8. All students have to obey the rule.

This game can be modified into a small group that consists of 3 to 5 students. But, teacher should be sure that there is a leader who has high skill of English speaking so that he/she knows when there is a mistake. “An encouraging classroom climate helps students to feel confident, to speak freely and make mistakes, and to believe that their way of speaking is respected and their opinions are taken seriously” (Diaz-Rico, 2013:147). How about the grammar? Is it a mistake? At the beginning learning or grades, grammar is

not the focus, but at older classes, grammar mistake should be corrected.

Teacher can give reward for the most active or creative student and also punishment for the student who break the rule. Reward is also a form of appreciation. Teacher can give a present, such as a ballpoint or a book.

Teacher should not to teach speaking skill but also help student to be more skilled. "To teach speaking is to facilitate our students' understanding of speaking processes and scaffold their development of speaking competence in a systematic and theoretically- principled manner" (Renandya & Widodo, 2016:157). Not noly setting students in pair to have conversation, but also giving them understanding of speaking learning urgencies and advantages.

By playing "Speak Up and Appreciate!" Game, students will learn to speak in English. They will think to create related words or creative sentences. As Santrock (2011) stated that elementary school student can organize many vocabularies when they hear just a word, for example when they hear "dog", they will say "howl", "bite", "pee", "fear", and other words that describe dog. Their vocabularies will increase. They can speak in good pronunciation. Student will also learn which is right and wrong words or sentences related to the themes.

Clarification checks may be interjected politely when communication is impaired. Correction or completion by the teacher may be given after the teacher has allowed ample "wait time." (Diaz-Rico, 2013:150). Every effort should be appreciated.

Student will get high convidence because they learn with no tense. Gaming is always happy. Elementary students are in a stage of developmental life that in this phase, they like to read and speak (Santrock, 2011). By playing "Speak Up and Appreciate! Games, they can deliver their ideas.

Furthermore, student will learn some social skills. They will learn to respect others because they have to give a positive comment. They will feel how their friends' feeling when they are assessed by their mates. Student will give high attention to the learning process. They have to be ready when they are chosen. The students who are on the right or left side of the chosen student must have high concentration whether the chosen student is true or false.

CONCLUSION

The research result was "Speak up and appreciate!" Game is suitable for elementary school students according to the synthesis in this study. Elementary students are given chance to speak so that they will learn and produce the best word or sentences. Students will get high

confidence because there are no tense. They are allowed to make mistakes. All their effort are appreciated. By using this game, student will be sure that they can speak so that they get their confidence.

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TEACH READING COMPREHENSION AMONG EFL LEARNERS

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Abstract: This paper concerns to know the teaching reading comprehension in EFL learners. It can be argued that there are many focuses in teaching reading. Teacher must be attention to the progress that students are having good attention and abilities to read. This paper will describe briefly the teach way of reading comprehension, the cognitive tasks involved in reading as well as the kind activities teachers use in teaching reading comprehension. Current research believes that lack of automaticity in “lower level processing” leads to poor-skilled reading. Moreover, most current types of interactive approaches to reading have taken a strong bottom-up goal to the processing of lower-level linguistics structure through extensive research of eye movement. The researcher believes that “most words are recognized before higher-level (non-automatic) context information can be used to influence lexical access.

Keywords: *teaching reading, reading comprehension, EFL learners*

INTRODUCTION

Since the first semester, I have already taught the students in every difference class. Starting by observing the teacher when he or she was teaching the students until I have to teach the students there. I found a lot of experiences from that. The main thing that I had to focus is about how I had to teach the students well. Focusing how the teacher must be and also how the teacher teaches the topic about in the classroom.

Further experiences also I got from my studying that started from 1st grade in elementary school until 12th grade in Senior High School. There are a lot of problems when I was studying about English, especially in reading skill. There are many causes why the students have the problems in learning it. For example, students' motivation to know about something that

they can get it from reading. Other, they did not know how to read well. So, from those things make the students difficulties in reading.

From the experiences above, I can find some problems that happened on the students when they were comprehending the reading text. In term of reading, which is the focus on my article, it was showing many cases in reading. However, I am focusing this article to find the solution of the problems that the English Foreign Learners faced when they are comprehending the reading text.

• THE READING CLASS

The reading class was divided into integrated task reading class and independent task reading class. Every degree of the study has different action and focus. For example, in Indonesian the

students will have a national examination that must be finished at the end of the study in every school. It shows the effects to the focusing of the main of learning that teachers did in teaching their students. So, in every grade it will be different focusing of study.

To make students getting the understanding of the reading text, the reading class designed into interesting class. The teachers also must be attention to this thing. We can not to expect that students will follow the study well.

Reading is about understanding written texts. It is a complex activity involving both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. So, the aim of reading is not only he or she can read, but also comprehend the written text about. According to Brown (2000) said that in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire.

Reading is one of English language skills that must be mastered for the learners. Listening, speaking, reading, and writing are regarded as the four fundamental skills to acquire or learn a foreign language. The reading skill is a need skill for mastering the language because it has positive effects on vocabulary knowledge, spelling as well as the learners' writings.

Reading is looked as an interactive process between the reader and the writer in which the former has to understand the message of the passage and then to decode it. Moreover, it is a dynamic process in which information from the text and knowledge possessed by the reader interact to can him to construct meaning before, during and after reading.

According to Wallace (1992), said that there are common problems usually encountered by the teacher in reading teaching activity:

1. Vocabulary Mastering.

In this part, the teacher's teaching mainly focus on the vocabulary. He found difficulty thing in teaching reading. Students found the new words that make them un-understanding.

2. Grammatical

This side showed the students' problem in grammar, especially in arranging the sentence. The learners still confused how to make a good sentence well.

- LITERATURE REVIEW

READING DEFINITION

Reading is exactly a comprehending process. We read to understand what the writer wrote in the text. Reading is also an interactive process. There a lot of theories dealing with reading comprehension, different writers have given their contribution to this important aspect of language learning. Since the focus of this paper is reading comprehension problems as the English as Foreign Learners (EFL), we are going to explain two important approaches: 'bottom-up' and 'top-down'.

`Bottom up` theory is the traditional standpoint that has been used to understand the reading comprehension process. According to Nunan (1991), reading in this viewed is basically a form of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. It is based on the smallest linguistic units of a text from which particular knowledge schemas are activated. In this view, the comprehension process starts with words (their pronunciation, semantic value, morphology, etc.), which later give access to more extensive units (syntaxes, sentences, paragraphs) and finally to interpret the whole of the text.

Based on this approach the whole message of the text is considered the sum of the information in each paragraph. The

application of each paragraph is determined by the previous application of each sentence which is the result of interpreting each word, and others.

`Top-down` approach is in direct opposition to the 'bottom-up' model. According to Nunan (1991) and Dubin and Bycina (1991), the psycholinguistic model of reading and the top-down model are in exact concordance. Thus the 'bottom-up' standpoint is that comprehension begins with more general aspects such as: the title, the basic idea of each paragraph, etc; and subsequently, goes into smaller linguistic units. In this way, this type of processing is principally based on the prior knowledge the speaker has and in the communicative situation. Thus, in order to understand a message, first we have to understand a paragraph then later turn to the sentences and words that make up the message. Top-down may allow the understanding of an ambiguous text because it activates high level schemas that guide the reading process. Thus, it is very important to use the prior knowledge and reader expectations in the comprehension process.

According to Grabe (2009) listed some processes of reading;

1. A rapid process
2. An efficient process
3. A comprehending process
4. An interactive process
5. A strategy process

6. A flexible process
7. A purposeful process
8. An evaluative process
9. A learning process
10. A linguistics process

TYPES OF READING

The reading skill can be divided into two main types. They are intensive and extensive reading.

▪ Intensive reading

Intensive reading refers to detail focus on the reading texts which usually take place in the classroom. It aims to develop the strategies of the learners. In this term, Nuttal (1962) claimed that the intensive reading lesson is intended primarily to train students in reading strategies. However, sometimes the learner may prefer to read the text in which he or she divides it into some parts then he or she reads each part alone in order to comprehend it well.

According to Palmer (1964), he said that on intensive reading, the learner focuses on using the dictionary in which he has to analyse, compare, and translate while reading texts. Therefore, the use of a dictionary helps the learner to improve in his language learning process. Even this may stop the learner's reading speed. In other opinion, the reading comprehension task for Harmer (2001) means not to stop

for every word neither to analyse everything.

▪ Extensive reading

Extensive reading refers to reading that learners often do away from the classroom. For example, reading novels, magazines, newspapers, article, etc. Extensive readers read for the sake of pleasure. This form is labelled as “joyful reading” by Rechar Day in 1998. Through extensive reading, the reader enriches his background knowledge and improve his vocabulary. He also recognizes the spelling forms. Therefore, the learner chooses his or her own book and reads at his or her place. Then, the teacher has to guide learners to select books depending on their levels of comprehension that lead to comprehensible input.

MOTIVATION AND PURPOSE

A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out of information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. We read a dictionary to different way from the way we read a novel. In the classroom, teachers need to be attention to their students' learning aims or needs,

including their motivations to read and the purpose that reading has in their lives.

There are many ways to get students' enjoyment in learning during the learning activity. According to Turner and Paris (1995), these are the activities that can be applied in learning activity in the classroom:

- By talking to students about the different purposes for reading, they will become more aware of what to focus on as they read.
- The use of different types of texts (stories, news articles, information text, and literature) promotes different purposes and forms of reading.
- The use of authentic texts and tasks will promote purposeful reading.
- Books and reading materials that are interesting and relevant to students will motivate them to read more.
- Make connections between reading and students' lives.
- Develop a love for reading, because it extends beyond academic success.

PRIOR KNOWLEDGE

Having more prior knowledge generally aids comprehension. Based on Droop and Verhoeven (1998) stated there are many parts to prior knowledge, including knowledge, cultural knowledge, subject-matter knowledge and linguistics

knowledge. All of these factors are important to different degrees, depending on the reading tasks.

A reader's knowledge of the world depends on lived experience. Reading tasks and reading instruction should be sensitive to the types of prior knowledge that are needed for the reader to understand a text.

According to Ogle (1986) stated the practical applications that can be applied in term to have a good prior knowledge.

- When choosing books, the important is to consider the students' interests, as well as the subject matter of the text.
- In the classroom, teachers can focus on words and concepts that may be unfamiliar. This is especially important for native speakers.
- Discussing the new words and concepts with students before reading a text is generally helpful. It helps to activate prior knowledge and improve comprehension.
- Asking students to tell everything they know about a topic is a useful way to begin to get students to activate their prior knowledge. They should then begin to think about what they don't know. After reading, they should summarize what they have learned about the topic.

COMPREHENSION

According to Block and Pressley (2002) said that comprehension is the

process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and arguing. Therefore, comprehension is not a passive process as the many people think, but an active process. The reader actively improves with the text to construct meaning. The active improvement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas, and viewpoints.

Recent studies have focused on how readers use their knowledge and argue to understand the texts. The form of comprehension strategies is sometimes used to refer to the process of reasoning. Good readers are aware of how well they understand a text while reading. Good readers also take active steps to overcome difficulties in comprehension. Students can be instructed in strategies to improve the text comprehension and information use.

These are activities that can be applied to guide the readers have comprehension in reading that stated by Block and Pressley (2002):

- Instruction can improve comprehension by focusing on concepts and the vocabulary used to express them.
- Comprehension can also be enhanced by building on students' background

knowledge. For example, by having a group discussion before reading.

- Teachers can guide students by modelling the actions that they can take to improve comprehension. These actions include asking questions about a text while reading, identifying main ideas, using prior knowledge to make predictions.
- Teaching a combination of different strategies is better than focusing on one side.
- Different methods have been found to be effective in teaching text comprehension. Teachers can use combinations of the following:
  - a. Co-operative or group learning
  - b. Graphic organizers. For example, flow charts and word webs.
  - c. Asking and answering questions
  - d. Story structure
  - e. Summarizing
  - f. Focusing on vocabulary

CULTURAL FACTORS

Based on Abu-Rabia (1996) explanation, he argued that reading comprehension is relating priority knowledge to the new knowledge contained in the written texts. The prior knowledge, in turn, depends on lived experience. The topic which are familiar and openly discussed in one culture can be unacceptable in another. The students growing up in variety communities will

have different experiences from those from urbanized, developed countries. Because having more prior knowledge generally facilitates comprehension, having more cultural knowledge that has the same effect. Having rich but different types of cultural knowledge will also affect our understanding and appreciation of written text. For example, jokes and humour depend on shared cultural knowledge.

VOCABULARY

Many studies have shown that good readers have good vocabulary knowledge. Based on Nagy, Herma, and Anderson (1985) opinion, they argued that in order to understand a text, readers need to know the meanings of individual words. They construct an understanding of the text by gathering and making sense of the words in context. The vocabulary knowledge is difficult to size. Even it is very important in learning to read and in the next reading development. Words that are reorganized in print have to match a reader's oral vocabulary in order to be understood. This is important for students who are developing oral improvement, as well as for non-native speakers of a language. In later reading development, when students read to learn, they need to learn new vocabularies in order to get a new knowledge of specific subject matter.

Because the vocabulary is important when we read something. So, as the teachers, they have to have good ways to make students solve this problem. Here some variation of activities that can be applied to make less students' problem in vocabulary in the classroom based on Nagy and Scott (2000) ways.

- Vocabulary should be taught directly and indirectly. Direct instruction includes giving word definitions and pre-teaching of vocabulary before reading a text. Indirect methods refer to incidental vocabulary learning, for example mentioning, extensive reading and exposure to language-rich context.
- Repetition and multiple exposures to vocabulary items. For example, through speaking, listening, and writing) are important. This should ideally be done in connection with authentic learning class.
- Vocabulary learning should involve active engagement in tasks. For example, learning new vocabulary by doing a class project, providing an interesting media, e.g. picture to teach students, using game to guide students into comfortable situation and understand the meaning of the vocabulary.
- Word definitions in texts aid vocabulary development.

- Multiple methods, not dependence on a single method, will make a result better in vocabulary learning.
- Encourage students to read different types of texts.

PRACTICE

It is well accepted that good readers read with more accuracy, and understanding. A good reader also reads more, and by reading more, they increase their vocabularies and knowledges. This thing can help them to make further gains in reading and learning. Once children can recognize written words in their language with general ease, they need to develop fluency in reading. Fluency develops with both oral language development and written experience. The more children read, the more vocabulary and knowledge they get, and the more fluent they become in reading. Having opportunities to write will also improve the reading ability.

If we are talking about the practicing of reading, it relates with the aims of the reading. It is for understanding and comprehending the written text. There are many ways to apply it. Here are some of them:

- Students should have access to plenty of books and reading materials at home and at the school.
- Sustained silent reading programmes can be used to promote reading practice.
- Encourage students to read independently and extensively.

- Teach students how to choose books of the appropriate reading level.
- Develop students' interest in reading by connecting reading with their interest, hobbies, and life goals.

CONCLUSION

There are many focuses in teaching reading. What we give or teach to students is what is important to the students. It uses many kinds of technique, ways, or theory that be implemented in teaching reading. In every single meeting of teaching reading, it has different purposes.

Teaching reading is difficult work. Teacher must be attention to the progress that students are having good attention and abilities to read. It is so important to remember because the aims of reading are to understand the text and to be able to learn from them.

Reading is a receptive skill that will make everyone having the knowledge. If someone can have a skill or good ability in reading, they will get many information by their selves. As the teachers, they have to guide students to love the reading because it will make benefits. Good teaching guides students to learn to read and read to learn.

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The Obstacles of produce writing; Between Vocabulary enrichment and Student's creativity trough PBL (Project Based Learning)

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Abstract: In Al Hikmah Junior High School especially in the 7 grade, students there start to learn how to write. Most of the students can write a text, but the teacher wants to upgrade the quality of the writing. As the teacher, upgrading students' writing is not as simple as that we think. By using PBL (Project Based Learning), there are two obstacles that must be passed to get a good writing, they are vocabulary enrichment and students' creativity. The use of PBL is very helpful to observe and identify what the obstacles that must be fixed

Keywords: producing writing, vocabulary enrichment, students' creativity, PBL

Background

On my fifth semester in Al Hikmah Teacher Institute I get a duty to teach in AL Hikmah Junior High School. While I was teaching in 7A, 7B, 7D and 7F I also saw how the professional teacher taught, he is Mr. Salim. He was taught around 4 – 6 years or perhaps more than that.

When I was seeing Mr. Salim taught I found some unique where the students experienced difficulties in learning writing. most the students able to write in English, but Mr. Salim said that they able to increase their ability more than that. I observe that, their writing is not bad, but they need more vocabulary to create a good story. Why I said their writing is not bad, because grammatically their writing is almost good at all, in a page contains around 100 words they just make 5 – 10 mistakes. For students in the level of junior high school that is a

good achievement. In Mr. Salim teaching process he uses PBL (Project Based Learning) to know student's development. He thinks that it is good for increasing student's ability in writing. He uses PBL as the approach for getting the aim of produce good writing in his class.

From experience I get while observing Mr. Salim, I take two parts of question here; what students need, do they need vocabulary enrichment or more creativity? From the data of observation, author will explain what he got from observation and discover which is influence students writing ability.

Project based learning

According to (Bransford & Stein 1993) one kind of task makes students activate their continuity through cooperative investigation. Applicate PBL in

learning process is hoped lead students to have deeper learning process, inquiry, more active and creative face the question or issues to their real life.

Based on (*Kemendikbud*, 2014, p.38 in Trisnaningsih, 2017) We can also find in the training modul of 2013 curriculum PBL is recommended learning model. The characteristics are,

- a) Students have to make draft of project
- b) Students try to solve the problems or challenge by their self
- c) Students try to analyse the problem and decide the appropriate way to solve it
- d) Each student will do the task in team with their friends, they will help each other
- e) Every student has long time for evaluating their work continuously
- f) They also able to reflect what they have got along doing the task
- g) What they have done will be evaluated qualitatively
- h) The situation of learning is really tolerant towards the learners' errors and changes

The implementation of PBL is purposed to finish a project which is designed systematically and structurally either in individual or group work. The students are given full of responsible to finish and do the work as good as they able to do. The orientation of PBL is to make the students

more active, creative, has high critical thinking and brave to challenge problems than decide the appropriate way for fixing it. The role of teacher here as the facilitator and motivator.

The Importance of Vocabulary in writing

As the candidate of English teacher, I cannot deliver my own opinion about what do students need in the classroom, that is why I need some interviews with the expert one, Mr. Salim. He does believe that students' skill is influenced by how many vocabularies they have. More vocab they have will make their writing better. More vocab they have able to develop student's skill in writing.

Mr. Salim states that the problem of producing writing is lack of vocabulary that had by the students. Mr. Salim think that, if a student can't make a good writing it means they do not have a strong basic English, the strong basic English here is vocabulary enrichment. He argues like that because he already took a data from student's work is that narrative project, the task given to the students must be submitted in the end of the semester.

Keep on discussing the problems of producing writing, lack of vocabulary. Mr. Salim showed students task in the beginning of the class until in the end of a semester. Author saw the work students and

try to analyse it. Nothing wrongs he thought, after analysed the data author give question to Mr. Salim. The questions are that,

- a) What do you think about the students' task?
- b) What make you think that their work is not good enough?
- c) Why do you think like that?

From the first question he explains that there are no many mistakes in students work, but he focusses on the word that use by students. Most of the students use same adverb of time in beginning a story. Most of students use *once upon a time...*, *long long time ago...*, and etc. From that Mr. Salim take it as indicator then conclude that the problem of the students is lack of vocabulary. He thinks that if students have many vocabularies, they are able to make better beginning.

Question number two. He explained that actually students have made good writing but can be better if they can improve their writing skill. Again, Lack of vocabulary is the problem, they can make various story if they have good basic vocabulary. What author can take a note here is the problem still in lack of vocabulary.

Perceive the third question, he shows the result of project-based learning he applied in his class. Here both author or Mr. Salim ignore the grammar structure and

focus on the variety of words that students use in their story. From the first work they have made they just write, *long long time ago...*, *once upon a time...*, and the end work they are able to make such as, *how is your feeling when you are looking at a girl, sits on the floor, in a cold night in front of your bed...*, *in a peace country which is leaded by a handsome king...* from those examples Mr. Salim really sure if what makes student's writing better is the vocabulary.

Be more creative in producing writing

Despite of produce writing is influenced by how many vocabularies student has or not, in this part author try to serve another opinion in facing problems in producing writing. if we look at the way of Mr. Salim brings the learning process, he uses PBL (project-based learning) approach where this approach actually emphasizes the point of creativity at least. According to (Bransford & Stein 1993) one kind of task makes students activate their continuity through cooperative investigation. Applicate PBL in learning process is hoped lead students to have deeper learning process, inquiry, more active and creative face the question or issues to their real life. Based on (trisnaningsih, 2017) explanation by using PBL, the students are able to stimulate their self to study independently

and creatively in finishing the project given by the teacher.

Vocabulary perhaps helps students to enrich the words only but not the idea.

Take a look at the student's work

Long long time ago...

Once upon a time... And etc

Then compare with the last work they have done

*how is your feeling when you are
looking at a girl, sits on the floor,
in a cold night in front of your
bed...? in a peace country which is
leaded by a handsome king...*

the students actually do not have problems in vocabulary, they just do not know how to express their feeling in written form. Most of the students feel confused how to deliver the idea into written form and how to make a unique and good introduction. What Mr. Salim done is not false and fail it just different point of view in facing same problem, are that obstacle in delivering idea and make an interesting introduction.

Fortunately, Mr. Salim take a good approach for fixing the problem because by using Project based learning students has a lot of time for thinking and practicing what they have learned and gotten while learning with Mr. Salim especially producing a good narrative text.

Literature Review and Analysis

PBL or we called as Project Based Learning is an activity that given by the teacher to challenge students how they solve the problems that given in the beginning of the class or semester, need to be remembered PBL activity is purposed to increase students activate and creative thinking. The process of learning by using project – based learning approach is generally reflecting all of the kinds of learning and work that students do every day in the classroom or outside classroom. Generally, project – based learning is not individual task but as cooperate task, by using PBL students learn not only the content but the important skill in ways students able to function their role like in adult society. Trough PBL students have to be able to cooperate each other, be more useful for others and not to be egoist. The skills inside PBL are skill of communication, presentation skill, time management and organization, research and inquiry skill, self – reminder and reflection skill, participation in group and leadership skill and critical thinking. Performance is assessed on an individual basis and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization. PBL allows students to reflect upon their own ideas and opinions

and make decisions that affect project outcomes and the learning process in general. The final product results in high quality, authentic products and presentations.

According to (shawna n. Brynildssen, 2000)

In some ways, the ability to write effectively hinges upon having an adequate vocabulary even more than does the ability to read. Once students have learned to decode words, they may be able to read and pronounce many words that are unfamiliar to them. They may even be able to determine accurate meanings of unfamiliar words simply by examining the context in which those words are used. During the writing process, however, a student does not have the luxury of examining the context in which a word is used; he or she is creating the context. Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but that are understood well enough to use correctly

Reading and writing is correlated, both of them are involve generating ideas, organizing into logical order (Laflamme, 1997, p. 373) teaching reading and writing simultaneously rather than separate subjects, they closely aligned (Laflamme, 1997). Mayher and Braue (1986) stated that writing is based on the ability to imagine upon words for describing an event. (Corona, spangenberg, & Venet, 1989, p 18) also said, how breadth and depth a

student's vocabulary surely have direct influence especially on the descriptiveness, accuracy, and the quality of their writing. students have to be able to actualize vocabulary they have learned and apply it in society (Ediger, 199, p. 7) variety in words is important for students to convey correct meaning, because it is necessary in speaking and writing, the outgoes of the language arts (p. 1). Corona, Spangenberg, and Venet (1988) concur: "At any level, written communication is more effective when a depth of vocabulary and command of language is evident"

The Treatment Inside the Class (Project Based Learning) and Result

The project that given by Mr. Salim is to finish a book consist of narrative text. Around 30 stories will full fill the book, start from the beginning of semester in 7 grade and will be submitted in the end of that semester. From the task that students have done, author assumes that they have improved their skill in writing, writing narrative especially. Students already make little mistakes, they just make around 2 – 5 mistakes for each story, their mistakes also just in mistyping and wrong position of words.

This project learning takes a long time is that whole semester, the students just focus on finishing and correcting the mistakes perhaps they make as long the

process of learning. Mr. Salim always guides them one by one, because they have different problem. This is one thing that must be remembered as the teacher as facilitator and motivator he or she must be patient face the student's problem.

After take many things, time, energy and patience, the result is not disappointed. The project gives many advantages to the students, they more creative, increasing critical thinking, learn how to solve the problem and be patient face problems in front of them. They got around 90 – 99 scores.

The conclusion

Writing included into productive skill where the purposed is to produce something in written form. Many things influenced students in the classroom in producing writing such as the lack of vocabulary as stated above and the lack of creativity that had by students so hamper students to produce writing. Some experts think that the problem or obstacle in producing writing is the creativity and other think because of lack of vocabulary. No one false in this case, because a problem has its own way of solving based on the condition and situation at that time.

Furthermore, then which one the main problem in the case of Al Hikmah Junior high school in producing writing? after comparing between lack of vocabulary

or creativity, I think the main problem here both of them. Every student actually has their own way of thinking or we can say as background knowledge. Meanwhile, when I observe the learning process of Mr. Salim in the classroom I surer that the problem is comes from both problems. When Mr. Salim ask about what they know about “*Malin Kundang*”, “*Tangkuban Perahu*” and etc. The Students actually know and understand what is the contains of the story, but they do not know how to deliver something that they do not know how the way to do it.

In one side students know the story and every story in their book always started by *once upon a time, long long time ago*, and *in the middle of the jungle...* make their mindset that every story must be started by using those words. Their mindset is jailed in that case so they cannot make another one. Then, Mr. Salim come and bring a way to solve that problem, using Project – based learning. From that approach students start to collaborate and fix the task together, they are trained to be more creative, active and has high critical thinking. Finally, by using project – based learning students background of knowledge built, and they were ready for composing a good and unique writing. it is not stop here, after they have idea for their writing, they still have problem is that variety of words. They have had good background and main idea to be

written, but they do not know how to write it, that's why I said if the problems are coming from these both problems. They need background and interesting story, but they also cannot write without variety of words. If they force to keep on writing I believe that the writing still same as the beginning, the word used just like that only. Teacher must be able to increase students critical thinking and varieties of words they have.

The solution

Take a look from the discussion above, here I as the author believe that, combining many ways of problem solving is better for fixing problems. Sometimes the problems are complex so need combination from some resource. What I can give here are'

1. In fixing students' problems in this case, we have to concentrate on the problem and find the most appropriate way for fix it
2. For fixing problem of producing writing teacher must be able to increase student vocabulary and their creativity
3. By using PBL is the most suitable way for solving the problems of producing writing

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THE ANALYSIS OF GENRE BASED APPROACH IN TEACHING READING FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract: This article is created to describe the analysis of the implementation of Genre Based Approach (GBA) in teaching reading at Senior High School level. This research is aimed to know how the teacher implement GBA to teaching reading skill through their students, and how is the students' response towards GBA in learning reading skill. This research is a descriptive study which means the data was taken from observation and interview as the research instrument. Observation was conducted for the whole time of the class to see how English teacher implements GBA for teaching reading. The data of observation revealed that teacher used several steps in teaching reading to their students by using Top-Down strategy. However, the data of interview stated that both teacher and students feel comfort and enjoy joining the process of teaching and learning using GBA.

Keywords: Implementation, genre, approach, reading.

1. Introduction

In senior high school level, teaching English as a foreign language is aimed to give well competence of students in achieving four fundamental English skills such as listening, reading, speaking, and writing. From those competences, this article will only be focus on analyzing reading skill and the way of teaching reading in senior high school.

As one of fundamental skill, reading takes an important role in learning English. By reading, students will gain a lot of knowledge and improve their language skill (Ningsih, 2015). There are so many experts who concern in reading skills. Thereby, reading was divided by them with various definitions based on their own perception.

According to Burnes (1991: 48) as cited in Ningsih (2015), he argued that reading is not a mechanical passive task. It involves many things in us. Reading is about to comprehend the author's messages in the writing by using our background knowledge and rational thinking that we need to relate it with what we have read. Elizabeth S. Pang (2003) defined reading is about understanding the written texts which include very complex activity that involves both perception and tough. She added that reading consists of two processes; word recognition which deals with decoding of the written symbols and compel it into meaningful word; and comprehension that focuses on making sense of words, sentences, and the whole of written text to get the complete understanding.

In relation with the paragraph above which stated that reading is a complex activity, it becomes one of the most difficult skills to administer. Therefore, being a good reader is not as easy as we imagine, particularly when it deals with foreign language. English as an obligated foreign language that we need to learn in school also has reading skill to acquire. This skill usually takes more time to learn than other fundamental skills in learning language. However, in reality, students still have several problems in learning about how to be a good reader. They still have difficulties to catch any ideas from the written text. It was already approved that the students' reading ability was low. In attempt to overcome these problems, there were so many approaches that the teacher can use in teaching reading. One of them is 'Genre Based Approach' (GBA). Thus, this article will concern at analyzing the use of Genre Based Approach in teaching reading for senior high school.

2. Literature review

- Genre Based Approach (GBA)

Genre Based Approach (GBA) is an approach that has been implemented in Indonesian education since 2006 (Dwi Pujiastuti, 2012). There are three assumptions that underlay GBA: (1) learning language is a social activity, (2) learning occurs effectively if teacher is

explicit what is expected to the students (3) the process of learning language is series of scaffold of developmental steps which address different aspects of language.

Relating with genre approach in teaching reading, one of the English teachers in a senior high school in Surabaya stated that students reading comprehension was low. It was approved from the scores achieved by students in final test of national examination compared to the other English skills. However, in national exam there were many tests dealing with the types of texts that students feel difficult to answer because they don't understand about the types of texts which is important to answer the question. If the students understand about the types of the reading text, they can easily identify the generic structure, topic/main idea, purpose, detail information, meaning of the word, reference, and so on.

According to Stanley and King (1989:330), there are five reading components that can help students understand the reading text. Those are; 1) find the factual information. It demands the student to find out the specific information of the text. Find the specific information will directly trigger the students to actively guess the whole content of the text before reading all of the text. It is very urgent for student to comprehend the text because factual information is the main focus of the

text. 2) Find the main idea. It is the main topic that is being discussed in the paragraph which helps students understand what is in the paragraph about. Main idea is usually placed in the first, middle or in the last sentence of paragraph. It depends on the type of paragraph which has been written by the author. After knowing the main idea of the paragraph, students can easily analyze the whole content of the paragraph. Main paragraph shows the core of paragraph, while the other sentences are the supporting ideas of the main idea. 3) Find the meaning of vocabulary in the context. It requires the student to guess the meaning of unfamiliar words by relating them with the context of the of writing and the other words which gathered with it. 4) Find reference. It is related with the use of pronouns in a text that triggers the reader to be more careful in reading the text to comprehend it. 5) Make inference of the reading text: students are aimed to make an accurate prediction by interpreting the main idea that stated in the text.

In 2006, the government applied school-based curriculum (KTSP) that proposed Genre Based Approach as teaching approach (Ningsih, 2015). Lin (2006) stated that in GBA, the focus of teaching and learning activities are the variety of genres of text. In addition, Gao (2007) also stated that genre-based

approach gives a powerful reply to the process models.

This approach is used to acquire all of language skill (Reading, Speaking, Listening and Writing), particularly for reading skill in order to recognize the amount of different types of the text. Nowadays, the curriculum has been changed into K 13 which tend to use scientific approach to teach English. But the fact in its application, there are number of teachers who still apply GBA because it was claimed more effective in teaching English for students. One of them is the teacher that has been interviewed for this article.

- The goal of teaching English in senior high school grade

Hartatik (2013) stated that teaching and learning English at senior high school is expected to achieve informational function. This aimed as their preparation to get the higher level of education at university. In this level, students are encouraged to have good communicative competence. Hymesin Freeman (2000) in Oematan (2007) conveyed that being communicative person needs more than just linguistic competence. It requires communicative competence which means people must know about when, how and what to say to whom. The competence of English language as a foreign language will help students to

express their idea or feeling and use the language around the society. They are also insisted to be able to make a personal or social decision and have responsibility, also to be able to use their analytical and imaginative competences (Depdiknas, 2004:5, Oematan, 2007).

To achieve this goal, the teacher is demanded to dominantly giving huge influence through students' development. Therefore, it is the teacher's task to guide the students achieving their communicative competence. Teachers are expected to have good English competence and professionalism in order to give good influence for their students' development. In other words, it certainly related with the quality of teaching and learning. In his thesis, Oematan (2007) as cited in Soedijarto (1993) has stated that the quality of teaching and learning process is measured from three main factors: (1) students' participation and how they get involve in teaching and learning process, (2) the role of teacher in making the class alive and more colorful. It depends on the way of the teacher acts and motivates the students to be an interactive students. Therefore, a prepared lesson plan will help teacher to control the class well, and (3) the situation of the class when the teaching and learning process occurs.

3. Methods

This study is a descriptive research. The purpose of this research is to analyze the use of genre-based approach in teaching reading for senior high school grade. Sudaryanto (1995) argued that descriptive research is used to know the real condition of something in the field. For this research, the researcher attempts to concern on the use of genre-based approach in teaching reading for senior high school grade and how GBA affect the students' reading skill.

The subject of this research is twelve grade students of senior high school of Al-Hikmah Surabaya who had been getting GBA in teaching reading, particularly for national exam preparation. The data was collected through class observation and interview of both teacher and students. Observation was conducted in order to find the real situation of the implementation of GBA for teaching reading in the classroom. The observation was started since the first-time teacher came to the class till the end of the session. During that time, the researcher had already designed the instrument which contained the process of teaching: pre teaching, while teaching, and post teaching.

There are several notes that the researcher got during the observation starting from pre teaching up to post teaching. The observation focused on both

sides; teacher and students. Teacher was observed to know the way how he applied GBA in teaching reading to the students. And students were observed to know their response either physically or intellectually.

The interview was conducted towards teacher and students to get more detail about the implementation of GBA in teaching reading. The interview was conducted in informal situation to get students and teacher feel more relax in answering all the question which has been prepared before. During the interview, there were several questions that had been developed to get more specific data from the interviewees about the implementation of GBA.

The data was analyzed using a technique suggested by Miles and Huberman in Emzir (2011). The step are as follows:

The first step, the teacher was interviewed about the students' understanding about GBA and the reason why he applies GBA to teach reading skill for his students. Then, the researchers checked the data taken from observation dealing with the step of teaching reading using GBA and try to correlate it with the data of interview.

The next step, the researchers tried to classify the data and filter it and then choose every single data needed to support the research. It deals with the process of

selecting, focusing, simplifying and abstracting as well as converting unstructured data which were collected in the research. After that, the data were grouped based on the research instruments: data of observation and interview.

Third step, the data which has been classified was analyzed deeply to take a conclusion. In this way, Sugiono (2005) delivered that the conclusion in qualitative research can be in form of description of the research's object.

4. Findings and Discussion

- The implementation of GBA in teaching Reading

The data of this research was taken from classroom observation of the implementation of teaching reading through GBA, and interview which have been done towards both teacher and students about the feeling in implementing GBA in teaching and learning reading. In implementing the GBA, teacher divided the activities into three steps of teaching process. Those are pre-teaching, whiles-teaching, and post-teaching. But the main focus in this research is the whiles-teaching activity. Whiles teaching is the main time when GBA are implemented by teacher to teach reading in the classroom. At that time, there are several stages that teacher did to apply GBA in teaching reading.

First, the teacher will give stimulation to the students related with genre of text that want to be delivered. Usually, teacher will correlate it with student's daily life activity. Then, the teacher guides the students about the real essence of the text that students need to study. For example, the teacher will teach about narrative text. To guide the student for understanding the core of narrative text, the teacher will ask the students about several kinds of story, novel, or other kinds of books that have been read by the students. The teacher will ask some students to retell the story briefly. This step will make the students have a little bit comprehension before going to the main material.

Second, the teacher will give the students some reading texts that demand the students to analyze the content of the text, starting from classifying the genre of text, then deciding the main topic of the text that will be talk about. According to the teacher, this step is necessarily important to know the global content of the text. After recognizing the main topic, students can easily guest what is the content of the text. Therefore, by recognizing the main topic, students -based on teacher perception- have been understood 30% of the whole text. The reason was definitely simple. The topic will guide them to analyze every single part of

the text in order to catch the complete understanding.

Third, the students will start to figure out the main idea of every single paragraph in the text while paying attention to the generic structure of the text. This is the very important part in genre-based approach according to the teacher's opinion. At this point, students will try to know the coherence of every single paragraph by recognizing the main ideas. This part also guides the students to find out the most important aspect of the text quickly by analyzing the generic structure of the text.

In relation with students' preparation to face National Exam test, being fast and accurate to find out the answers is really needed. It is very important to have reading techniques and know where actually the most important aspect of the text placed. Generic structure will help the reader to quickly answer the question that deals with the text. The teacher said that there will be some parts that usually used to create a question in every genre of the text. This point of view was based on the teacher's own research in analyzing the type of questions that commonly appear in national exam since 2006 up to 2018. During that time, he was successfully making the students passed the exam with good English reading score.

- **Students' response towards GBA**

One of the aims in using GBA for teaching reading in the classroom is not only to make the students easily understand the material, but also to make the students feel comfortable in learning the material. According to the teacher, teaching reading will be very boring if students are only asked to read big amount of the text. Thus, genre-based approach will guide students to think creatively in comprehending the text without reading the whole of the text. This approach uses top-down strategy to read the text. Therefore, students are invited to understand the global content of the text, the topic and the main idea before going further to the detail.

Based on the data of observation and interview session, the researcher come to specific information that students feel enjoy joining the class and following teacher's instruction in analyzing the text using GBA. The class was so alive, especially when the teacher divided the students into several groups. There was hyperactive discussion while the teacher was giving instruction to the students about what to do with the text. In the last session, teacher closed the discussion by giving them question regarding with the text provided and asked them to answer. The students said that this approach can help them to answer the questions easily. Then,

it was approved from their group scores in the end of the session, that there are no students who get the score under the standard.

5. Conclusion

Based on the findings and data analysis, it can be concluded that Genre Based Approach (GBA) is the approach that used to teach reading. The teacher, in implementing GBA, has used several steps to make the students get easy following the way of teaching using GBA. In this point, both teacher and students of Senior High School of Al Hikmah Surabaya assumed that GBA was giving good influence in teaching and learning reading, especially when it deals with difference types of texts. By following this way, students can easily recognize the genre of texts, main topics, main idea, supporting idea and some important parts looking from the generic structure of text.

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The Tendency to Use English in Online Activities by College Students in Indonesia

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Abstract: A survey by Hootsuite & We Are Social (2019) showed that the penetration of internet has reached 56% of the total population in Indonesia, with 53% of the users are using mobile devices to access the internet. Accessing social media (YouTube, WhatsApp, Facebook, etc.) reached the most frequent use of the internet. This condition would allow what Ellis (2015) stated as 'implicit learning' of English because of the frequent exposure to English. This study was a survey research with random snowballing population. The data was collected through questionnaire adapted from Lamb & Arisandy (2019) to reveal the oftenness of English use in using the internet. The results showed that subjects broadly use English in their online activities. In conclusion, this situation would let the learning of English happened unconsciously.

Keywords: *English usage, online activities, implicit learning*

The use of internet is becoming increasingly difficult to ignore in last decades with the spreading of access to cyberspace. A survey by Hootsuite (2019) showed that internet penetration in Indonesia by January 2019 has reached 56% of its total population (150.0 million out of 268.2 million), with 53% of all people (142.8 million) are accessing the internet using mobile devices. Besides, 56% (150.0 million) of the users are accessing social media, with 48% (130.0 million) are using their mobile devices to do it.

Talking about the frequency of internet usage in Indonesia, Hootsuite also mentioned that 79% of Indonesians access the internet every day. The rest, 14% of them access the internet once a week, 6% access once a month, and 1% access the Internet less than once a year.

Within a day, the average Indonesian people use the internet for 8 hours 36 minutes. They also spend an average of 3 hours 26 minutes per day to access social media, 2 hours 52 minutes for streaming TV or video channel activities, and 1 hour 22 minutes for music streaming activities (data as of January 2019). This is indicating that the use of the internet, especially social media, is becoming a trend among Indonesian people.

Beside the fact that many people are using the internet more intensely, one thing can be noticed is that the language mainly used by the internet is English. This condition will oblige the internet users to use or learn-if they haven't mastered English- it in order to communicate in the activities. One idea to help this condition is what Sockett (2014) call by Online Informal Learning of English

(OILE). What is denoted by the term is that although people having these activities are chiefly not looking for language learning, the acquisition of language may take place. In other words, the users 'incidentally' learn English when they are using it in communication on the internet. This represents what happened to children when they naturally acquire their first language, as the process of learning happened implicitly. Implicit learning is the acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations (Ellis, 2015). Concluding this finding, Sockett (2014) put the understanding that language learning is essentially experienced as incidental vocabulary acquisition through the online activities of everyday life.

Research Design

The variable used is the tendency of using English in online activities for Indonesian students. Measurement of these variables was carried out with a research instrument in the form of a questionnaire. An explanation of the questionnaire used will be explained in the next section. The research was conducted for around one week with data collecting conducted through online submission.

The population in this study were all Indonesian students from all levels of education (D3, D4, S1, S2, and S3). From this

population, the subjects that were sampled were a portion of that population, which was 83 students. Sampling is done by snowball sampling technique. Snowball sampling is a sampling technique where the number of samples is first small and then enlarged. The number of samples increased because the subjects sampled were told to choose their friends to be sampled as well. (Sugiyono, 2017)

The steps undertaken in this study are as follows.

- A. Determine research variables
- B. Determine the population and research sample
- C. Making the research instruments (in this case adapting the questionnaire)
- D. Collecting data
- E. Checking the validity and reliability.
If there are invalid items, the items are deleted and the validity and reliability are recalculated
- F. Performing descriptive statistical analysis
- G. Performing interpretation and conclusion

Data collection was carried out by distributing questionnaires through social media. The questionnaire was created with online media in the form of Google Form, then the link to the questionnaire was shared through social media.

3.6 Research Instrument

The research instrument used was a research questionnaire adapted from Lamb & Arisandy (2019). In the questionnaire, the variable use of English in online activities is divided into 27 question items. Each question describes different activities in focus of using English in online activities. In addition, the questionnaire also uses a Likert scale with six answer scales as follows.

1 = Very not describes myself

2 = Does not describe myself

3 = A little does not describe myself

4 = A little describe myself

5 = Describe myself

6 = Describes me deeply

3.7 Data Analysis Technique

The data analysis technique used is descriptive statistical analysis. Based on the questionnaire that has been obtained, the frequency and percentage of each answer score is calculated to compare the tendency of using English based on the questions items that have been given.

Findings

The following are the characteristics of the respondents in this study, which are presented in Table 1.

Table 1. Demographics of research respondents

Gender	Percentage	Educa-tion	Percen-tage	Semes-ter	Percen-tage
Male	40.96%	D3	6.02%	1	6.02%
Female	59.04%	D4	7.23%	2-3	21.69%
		S1	72.29%	4-5	18.07%
		S2	13.25%	6-7	30.12%
		S3	1.20%	≥ 8	24.10%

Table 1. shows that respondents in this study were dominated by undergraduate students, which was 72.29%. In addition, the majority of respondents who participated in this study were fourth year students (6-7 semester students) with a percentage of 30.12%

4.2 Data Analysis

In the questionnaire data, the first step that must be taken before data analysis is checking the validity and reliability of research instruments. According to Sugiyono (2017), those two things are absolute requirements so that the research results are valid and reliable. Valid questionnaire means that the questionnaire can measure what should be measured, and reliable means the questionnaire and the results of the research can be trusted.

Checking the validity of the questionnaire is done by calculating the correlation with the total score. If the correlation is 0.3 and above it can be said that the questionnaire is valid. In addition to checking validity, reliability checks are also calculated using Cronbach's Alpha formula. Following are the results of checking the validity and reliability of the questionnaire, which are presented in Table 2.

Table 2. Results of checking the validity and reliability of the questionnaire

Validity Check					
Q*	Cor*	Cri*	Q*	Cor*	Cri*
1	0.35	Valid	15	0.56	Valid
2	0.60	Valid	16	0.72	Valid
3	0.62	Valid	17	0.56	Valid
4	0.58	Valid	18	0.68	Valid
5	0.55	Valid	19	0.58	Valid
6	0.54	Valid	20	0.52	Valid
7	0.56	Valid	21	0.55	Valid
8	0.61	Valid	22	0.48	Valid
9	0.65	Valid	23	0.57	Valid
10	0.73	Valid	24	0.63	Valid
11	0.71	Valid	25	0.54	Valid
12	0.67	Valid	26	0.51	Valid
13	0.20	Invalid	27	0.64	Valid
14	0.53	Valid			
Reliability Check					
Cronbach's Alpha score			Criteria		
0.921			Very high		

Note: Q = Question

Cor = Correlation

Cri = Criteria

Based on the results obtained in Table 2, it appears that the 13th question is classified as invalid. The question reads "I translate English words or phrases using Google Translate." Therefore, the question must be discarded and the examination repeated. The results of the re-examining are presented in Table 3.

Table 3. Results of re-checking the validity and reliability of the questionnaire

Validity Check					
Q*	Cor*	Cri*	Q*	Cor*	Cri*
1	0.36	Valid	15	0.55	Valid
2	0.61	Valid	16	0.72	Valid
3	0.63	Valid	17	0.56	Valid
4	0.58	Valid	18	0.68	Valid
5	0.55	Valid	19	0.58	Valid
6	0.54	Valid	20	0.52	Valid
7	0.56	Valid	21	0.55	Valid
8	0.61	Valid	22	0.48	Valid
9	0.66	Valid	23	0.56	Valid
10	0.74	Valid	24	0.64	Valid
11	0.72	Valid	25	0.53	Valid
12	0.67	Valid	26	0.52	Valid
14	0.53	Valid	27	0.64	Valid
Reliability Check					
Cronbach's Alpha Check			Criteria		
0.924			Very high		

After a re-examination, it can be seen that all statements can be said to be valid. The reliability coefficient in Table 3. shows the value 0.924, means that the results are reliable or the truth can be trusted, with a very high level of confidence, which is equal to 92.4%.

After obtaining valid and reliable research results, the next step is to do a descriptive statistical analysis. The analysis carried out is to look at the frequency and percentage of each answer score on each statement. The frequency and percentage can be used to determine the most activities carried out by involving English.

Table 4. List of the most and least activities

No.	Most Activities		Fewest Activities	
	Activity	Total	Activity	Total
1	Reading English song lyrics online	79 (95.18%)	Writing blog/fan fiction in English	19 (22.89%)
2	Listening to English language songs	74 (89.16%)	Making videos in English	25 (30.12%)
3	Using internet to learn English	73 (87.95%)	Reading manga/comic strips in English	33 (39.76%)
4	Watching YouTube videos in English	70 (84.34%)	Following Twitter posts in English	34 (40.96%)
5	Reading websites in English	65 (78.31%)	Writing social media posts in English	38 (45.78%)

No.	Most Activities		Fewest Activities	
	Activity	Total	Activity	Total
6	Playing digital games in English	60 (72.29%)	Contributing to online English Language forums related to hobbies	39 (46.99%)
7	Watching foreign films with English subtitles	59 (71.08%)	Booking accommodation or travel tickets in English	40 (48.19%)
8	Studying English grammar and vocabulary online	59 (71.08%)	Online shopping in English	42 (50.60%)
9	Using English for social media's language settings	57 (68.67%)	Watching films in English without Indonesian subtitles	42 (50.60%)
10	Developing English language skills online	57 (68.67%)	Using Wikipedia in English	42 (50.60%)

Table 4. above shows the 10 most and least activities carried out by 83 Indonesian students. The list of top 10 activities is dominated by entertainment activities, such as reading song lyrics, listening to music, watching YouTube videos, playing games, and watching movies. Not only that, the activity of developing English language skills is also included in the top 10 list. From the list of the top 10 activities, information can also be obtained that more than 60% of students

answered that they carry out these activities in their daily lives. Of the ten activities, 'reading English song lyrics' was recorded as the most performed activity. More than 90% of students stated that they did the activity.

On the other hand, the list of 10 activities that are at least done is filled by activities related to online media, such as content creation (posting on social media, video content, and blog / fanfiction content), communicating with forums, following tweets, and online shopping and online booking. Some reading activities are also included in the list, including reading manga / comics and Wikipedia in English. However, overall the percentage of students who said that these activities described themselves was not too small, which ranged from 20% -50% of 83 students. In the fewest activities, namely 'writing a blog / fanfiction using English', 22% of students said that they did the activity.

Discussion & Conclusion

Based on the results of the analysis in Section 4.2, it can be seen that some of the activities in developing English language skills are included in the list of the 10 most frequently performed activities. These activities include the use of the internet for learning English, learning English grammar and vocabulary online, and developing English skills online. The inclusion of these activities in the top list can show that Indonesian students are starting to have an

awareness to develop English language skills. This is based on the fact that English proficiency is needed in the workforce today.

Entertainment activities are also included in the top 10 list. This cannot be denied, considering that entertainment is one part of human life. Entertainment activities in the form of 'reading English song lyrics' are in the top list, followed by listening activities of English songs. This is because the music is very popular in Indonesia. Not only local music, foreign music such as Western music is also widely known in Indonesia. In addition, Indonesians also read song lyrics when singing songs, especially English songs.

Conversely, activities such as creating social media content, videos, and blogs / fanfiction are classified as activities that are rarely or little carried out. This can be caused because English is not the main language for Indonesian people, including students themselves. They are more accustomed to making these contents in Indonesian than in English. Other online media activities, namely forum communication, following tweets, online shopping and booking, get a percentage that is almost the same as the previous activity, which is around 30% -40%. In this case, the use of English in these activities can depend on certain conditions or situations. For example, in terms of communicating with the forum, Indonesian students will use English if the members of

the forum are dominated by foreign people. As with tweets, the tweets they follow will depend on the people they follow on Twitter. If their following list is foreign (especially those who use English as their primary language), then of course they will follow English-language tweets, bearing in mind the people they follow will use English in each of their tweets. For online shopping or booking, it depends on what they buy or order. Indonesians, including students, will be more likely to use Indonesian when they buy / order something from Indonesians. It is different if they book accommodations or buy something from or abroad, they will use English for online shopping and online booking. These things also apply to other activities that are also on the lowest list.

In total, 20 out of 27 activities received more than 50% answers stating that 'the activity described me,' regardless of very little. That is, more than 50% (out of 83 students) answered that they conducted 20 of 27 online activities involving English. This can show that Indonesian students have almost the same tendency, between

conducting their online activities with the Indonesian language that they often use every day, with English which most of them have learned since elementary school. Overall, this research needs further study to find whether teacher should engage more online activities in teaching progress so students are more willingly use and learn English in the class or no.

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READING STRATEGIES IN EFL READING CLASSROOM

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Abstract: This literature aimed to analyze the strategy which used in EFL reading classroom. The subject of this literature was the senior teacher of SMP Al Hikmah Surabaya that have interviewed. This research used a descriptive qualitative research. In collecting the data, the researcher used interview with the transcript as data collection technique to collect the information regarding the reading strategy that her used in EFL classroom and to get information about student's difficulties in reading class. The result of this literature showed that there were so many kinds of strategies that can used in EFL reading classroom. The teacher can used the strategy depend on the situation of students in the classroom. The problem of student's reading ability in EFL reading classroom were the students lack in vocabulary, low motivation in reading and difficulty in comprehending the reading text.

Keyword: Reading Strategies, EFL, Reading Classroom

Background

Based on the result of the interview with pre-research that she has taught a lot of experiences in teaching reading in EFL classroom in Junior High School. Basically, teaching reading is certainly tend to make the students are able to understand or comprehend the context. The other, she tends to change how to read correctly with good pronunciation and try to understand the text using some strategies in reading.

According to Alderson (2000), he indicated that second or foreign language reading is necessary to sorting out the causes and the origins of second and foreign language reading problem. Because, there are so many teachers believe that the reason of the students who cannot read English well. It is caused by they cannot read well in their first language. Thus, the assuming of the student's reading ability is

transferable process from the first language to the second language.

Moreover, success in reading a foreign language depends crucially upon one's first language reading ability rather than upon the reader's level of English. So, the students are still need a knowledge of how to read enjoy and make it becomes habitual action in every day.

The reading class

The reading class was divided into two classes that special. There were class for the man and the class for the woman. In every class consist of thirty-four students. Each reading class had about forty-five minutes in every meeting. Ustadzah Rurin had taught both special classes, she ever teaches either in the boy class or the girl class. She had taught in three of the boy classes and five of the girl classes in the

different grades. She usually started the first meeting of teaching reading with introducing the topic that is going to discuss in the reading class through brainstorming activity related to the topic. Then, she provided the learners with a number of questions that related to the topic and let the learners explore their thoughts, ideas, or opinions. The teacher also conducted a short classroom discussion about related topic.

To provide the learners with a more concrete text, she gave them the sample of the text that related to the topic and then, they will recognize the organization of the sample of the text to learn and comprehend the text. After a short look on the sample, she explained the learners about the context of the text.

The reading problem

These students that she taught were in the three levels of English proficiency. They quiet fluent speakers of English and had enough knowledge on grammatical structure. Nevertheless, they were categorized in the intermediate and advanced level of English. Some problems may occur in teaching reading, but not quite often. It depends on the learner's mastery level. Many of their reading did not answer the questions and it still difficult to understand the context of the text. Sometimes, their reading is redundancy,

digression, and unclear connections were found in their reading.

Therefore, she believed that providing them with a step by step explanation on a more detailed part of the reading, a great example, and suitable reading practices would help them make a good reading. She would like to give the opportunity to plan their reading with a given topic. Then, she explained the context of the text. But unfortunately, they have attempted to provide thesis statement and also topic sentences, these features still did not help to construct the unity of each paragraph of reading text, it means that they still lack in vocabulary in reading class.

However, besides giving the students the meaning of the words right way, she still maintain to use word class, grammar and context as the base of her explanation when evaluating the answers of the practice questions. Since the book is designed to be similar as TOEFL Ibt reading section, although with less level of difficulty because the passages are shorter, then not being able to answer the questions means not understanding the context because its goal is to test reading comprehension. This, in the context of her students seems to be based on the lack of vocabulary. Thus, she assumes that if the students know more words, not only that they will get benefit from her explanation, but they also will use vocabulary as the tool

to increase their reading comprehension and reading fluency when dealing with the real text in TOEFL iBT test.

Therefore, in this paper, I need to focus on reading comprehension, considering the points that have been explained before, the purpose of this paper is to explore efficient strategies need in order to increase the student's reading comprehension.

Literature Review and analysis

First, I will describe the reading process from lower level process, focus on word recognition process as it will help explaining her students's problem in reading. After that, the amount of vocabulary and the kind of vocabulary that are necessary for reading section. I will analysed through the help of vocabulary frequency and vocabulary coverage. Second, a good plan to solve her student's problem on vocabulary will addressed by focusing on appropriate approaches and strategies that will help their reeading comprehension. Finally, I will give a solution to the student to comprehend the context of the text.

Word recognition process

In general, bale to recognize a words means that we "...can read a word by fitting its general visual 'shape' into a comprehensible context..." (Ur, 2012,

p.134). So, when a word can be read, three subskills, namely: autographic processing, phonological processing, and semantic and syntactic processing have been activated consecutively. Actually these three subskills are processed in a rapid, accurate and in an automatic manner, that good readers don not even realize it because their attention is no longer on word recognition process (Grabe, 2009). Moreover, what good readers concentrate on is "...interpreting sentence and discourse thought-patterns" (Coady, 1993, p.8), taking the advantages of the context of the text to help them.

In addition, poor readers are struggling to recognize words and therefore, cannot apply the contextual meaning to help the students solve the problem of unfamiliar words that they meet in a text (Coady, 1993).

Implication of word recognition in teacher's strategies

Based on the teacher's context, there were two processing in reading such as higher level process and also lower level process. But, the higher level students are good in comprehending the context of the text. So, she will focused in lower level students because they still get difficulty in comprehend the context of the text. They could not comprehend the text and could not read fluently because their word recognition process was very slow. This is

te reason why the students still get difficulties to make use of the context to try to solve the unfamiliar words that they found in the text.

According to Ryan (1997), he said that relating it to vocabulary, words recognition is part of word knowledge. It means that, to know a word does not only mean to know the meaning of the text, but also to know how to write it (orthographic form), and how to pronounce it (phonological information). Based on the point of view of words recognition, decoding the words in English is still a difficult process. The reason for this is because English words are “phonologically regular and irregular” (Ryan, 1997).

On the point of view of her teaching practice in Junior High School, the students do not find the teacher’s explanation helpful because she did not address the issue in any ways. As the importance of word recognition on reading process has now been clear, I shall turn my focus now on kind of vocabulary and the number of words that my students need to know in order to suggest a well-planned text to address the problem.

Vocabulary approaches and strategies for reading comprehension

Based on the teacher’s experiences that the student’s need in learning vocabulary is more for its receptive

knowledge than for its productive knowledge. According to Nation (1990), he said that they have to know what does the word sound and what does it look like along with its grammatical pattern and its collocation. So, to address this knowledge, the teacher has two approaches in vocabulary learning that will be effective when used in a complementary way. When reviewing back to the earlier challenge in reading, word recognition will be the foundation to evaluate vocabulary learning approaches and strategies that will be going to explore in this section of my paper.

As we know, each approach must behave its own strategies. For example, strategies such as rote memoration, keyword or mnemonics, and pair word or translation can be used. According to Nation (1990) and Schmitt (2000), they said that a simplified reading and extensive reading are the strategies for incidental learning. The teacher believed that this strategies can make the students learn both the written form (orthographic) and spoken form (phonology). Based on the theory of reading, Nation has illustrated this strategy clearly:

“if an Indonesian learner wants to remember the meaning of (1) *parrot*, then the learner may use (2) the Indonesian word *parit* meaning “ditch” as the keyword. The learner then (3) imagines a *parrot* in a ditch.”

In addition, Schmitt (2000) argued that this type of “memory strategies generally involve the kind of elaborative mental processing that facilitates long term retention” (p.135).

Moreover, all of words recognition’s subskills which orthographic processing, phonological processing, semantic, and syntactic processing. That will be mastered by the help of incidental learning. The appropriate strategy under incidental approach to address this need will be the practice of extensive reading.

Implication of vocabulary approaches and strategies in teacher’s context

Considering the usefulness of extensive reading and mnemonics strategy for word recognition process, it will be an appropriate strategy to be used for learning the 1,000 – 2000 high frequency words and the academic word list. To take a full advantages of those strategies, the students may keep a list of unfamiliar words that they find while reading extensively. Based on Nation (1990), he said that this way, the students can carry the cards wherever they go and rearrange it to help their retention.

The teacher during teaching practice in the class, she used the help of the word class, grammar, and context, may still be difficult for the students. Moreover, the passages that students read silently in the

class and the teacher’s pronunciation when explaining, should also be counted as one of the reading exposure and it can help their automatization of word recognition.

Perspective in comprehending the context of the text

According to Bruce *et al.* (1983:3) explained in their comprehensive study that there are three perspectives on reading. The first perspective is reading as a communicative act, which it forces us to focus on the active role of the reader and leads us to an emphasis on the audience in choosing tasks for beginning readers. The second perspective is reading in the context of a taxonomy of communicative acts, which the writer explores the differences between reading and participating in a conversation and discuss the theoretical and practical implications of these differences. The third perspective is reading as a decomposable process, whose product must still fulfil an overall communicative function. So, we consider various sub processes of reading discovering and manipulating ideas and generating text at different structural levels.

Moreover, these three perspectives on reading allow us to begin to formulate answer to some of the questions posed above. In terms of teaching reading, the teacher leads us to search for tasks, although the students are less complex than reading a story from start till finish. They

still maintain the primary function of language to communicate to an audience.

According to many reading models that:

“...this is because less skilled readers dedicate working memory resources to lower-level linguistics and text production processes such as transcription and vocabulary retrieval, at the expense of higher-level processes such as coordinating ideas, planning, evaluation, and considering rhetorical elements such as genre, audience, and goals” (Kellog, 1996, 2001).

Therefore, more skilled readers have generally automated these lower-level processes and thus can dedicate working memory resources to the higher-level processes. According to Glynn *et al.* (1982) suggest that:

“Idea generation is reduced whenever it has to be combined with other components of the reading process, found that the number of ideas generated in the preliminary drafts was increasingly lower as the number of constraints present increased, with the fewest ideas being generated in the polished sentences conditions and the most ideas being generated in the unordered notes condition” (Glynn, 1982, pp. 52).

So, they concluded that reading comprehensions was more productive when it was carried out in note-from prior to the production of text than when it was carried out at the same times as a producing the text. Therefore, the perspective must be followed with the

reading comprehensions when the students reading.

Implication of perspective on reading

According to Bruce *et al.* (1983:4) they said that another implication follows directly from viewing reading as a process composed of sub processes. Hence, teaching people to separate the various task components allows them to learn how to use the most effective generation strategies for each sub processes, how to edit with respect to each sub processes, and how to ignore other constraints while working on a sub process. So, the writer or the students who write a lot of these techniques in the course of their experiences, but they are not usually taught to students explicitly and also learned in painful trial and error fashion.

So, the perspective on reading has been elaborated to describe what goes on at each stage of the process and to integrate cognitive with social factors more centrally. In evaluating the perspective in reading comprehensions in reading, the students get a chance to generate their ideas and try to organize it in reading. So, the perspective on reading is very important and have a correlation with the result of reading.

The Solution of the problem

So far, the important points from the previous sections and the pedagogical

implications that have been discussed is to compare between reading comprehension and perspective on reading. Therefore, the teacher tries to solve the problems of teaching reading. The teacher tries to combine the strategies to solve the problem whether in reading comprehensions or perspective of the students.

The first is the teacher introduces or provides learners with adequate vocabularies related to the topic before assigning them to write their own text. The students can know and memorize the vocabularies first and try to organize in reading that related to the topic. The second is the teacher will set learners free to select the topic of their interests. So, the students can choose the topic based on they want and suitable with them. The students choose the topic that related with their background knowledge. The third is the teacher will help the learners to make a spider web based on their prior knowledge to explore their thoughts and ideas before reading. The students arrange their ideas into spider web or mind mapping, so they can generate their ideas in reading. Then, the finally is the teacher will help the learners to understand the organization of the text. The teacher will control the student's reading based on their prior knowledge.

Therefore, the solution of this problem that make the students still difficult to organize the ideas in reading. So,

the teacher will try to give some vocabularies to be mastered. After the students mastered the vocabularies, the students will be guided by the teacher to make a spider web or mind mapping to explore their thoughts and ideas before reading. After that, the students will try to understand the organization of the text directly. So, the students can write the text based on their thoughts or ideas.

Conclusion

Throughout the paper, the problem of reading comprehensions in reading has been analysed from several different perspectives (reading as a communicative act, reading in the context of a taxonomy of communicative acts, and reading as a decomposable process) and the solution part has completed this paper with a lesson plan for a teaching purpose. At the end, the hope is that students could reflect all the lesson and practices to write something and organize the text in reading.

The teacher gives a suggestion that usually in teaching reading is designed in such a way it comes after reading activity. It is to help learners to acquire more vocabularies on related topic before they write their prior knowledge or their own text. Then, about dealing with feedback, make a prior agreement with the learners that the teacher will not correct their work, but he or she will show them some parts of

their reading that need some revisions. Try to be consistent. Actually, when the students generate their ideas, the teacher provides the learners with opportunity to plan their reading with a given topic. The teacher assign the learners to a drafting process in their reading. The students will be asked by the teacher to revise the student's draft that have already made by the students. And finally, the students publish their works on a gallery walk.

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TEACHING VOCABULARY METHODS FOR ENHANCING WRITING SKILL FOR FOREIGN LANGUAGE LEARNERS: A LITERATURE RESEARCH

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Abstract: AlQahtani (2015) believes that mastering vocabulary is very important due to the language acquisition. Hence, teaching vocabulary must be considered by English teacher. In Indonesia, teaching vocabulary are commonly delivered through drill and memorization where students with low ability in memorization will have difficulties. It comes to another problem where the old technique is not supported with any further activity to make students are able to use the vocabulary in the communication and make the memorization last longer. Therefore, it is really needed to know various methods in teaching vocabulary for enhancing writing skill in order to get optimal outcome for students. Besides, vocabulary is words that building a language as they address object, actions, ideas, without which people cannot convey the intended meaning. At least there are four approaches in teaching vocabulary for enhancing writing skill. They are Explicit approach, Incidental learning approach, lexis approach, and Focus on language structure.

Keyword: Teaching, Vocabulary, Writing, EFL context

INTRODUCTION

One of the challenges that must be faced by many foreign learners are the availability of vocabulary to speak, right after of the ability of speaking or writing. AlQahtani (2015) believes that mastering vocabulary is very important due to the language acquisition. Hence, teaching vocabulary must be considered by English teacher.

Besides, Lack of vocabulary understanding is a problem that always occur in learning language. Where students cannot understand several vocabularies from the topic that is discussed in the class. This problem causes the learning activity in the class become out of plan and it may

decrease student's motivation in learning language.

In Indonesia, teaching vocabulary are commonly delivered through drill and memorization where students with low ability in memorization will have difficulties. It comes to another problem where the old technique is not supported with any further activity to make students are able to use the vocabulary in the communication and make the memorization last longer. Another issue is the students have difficulty on recalling the memorized vocabulary whenever we want to have a writing on certain issue, some of friends of mine are said that they know the words in their native language but they

found it difficult to find the words in the targeted language. These issues have made the writer concern on the development of teaching vocabulary for Second Language Learner and Foreign Language Learner.

THE NATURE OF WRITING

Writing has become our culture for thousands year, and it became important since a nation's quality is measured by the level of its literacy culture. And writing is one of it. The higher level of the literacy culture in a country, the better the value of its nation. Writings also have a strong relation in many parts in our life as Coulmas (2016) says that so many scientific fields that cannot be separated to the writing skill, such as "...Philologists, historians, educationalists, perceptual and cognitive psychologists, cultural anthropologists, typographers, computer programmers, and linguists..."

There are a lot of factor that determine how people see writing, they are culture, history, and where they live. As we have known that the old Egyptians is famous as one of the oldest nations that we know because of their great culture that lets us so many written heritages whether it's on the building, statue, and script. Even we live long after their era, we are able to depict their great culture and how they live in the past.

VOCABULARY KNOWLEDGE

AlQahtani (2015), defines vocabulary as "words that is needed to communicate well". While Ghazal (2007), states that vocabulary is words that building a language as they address object, actions, ideas, without which people cannot convey the intended meaning.

On the other hand, rather than using the term 'vocabulary', Schmitt (2000) using the term *lexeme* where he defines it as "the simplest part of a sentence with single meaning despite of the number of the word".

THE IMPORTANCE OF TEACHING VOCABULARY FOR ENGLISH FOREIGN LEARNERS

Teaching vocabulary become an important issue since the experts see English as more than a knowledge, but a tool of communication where words are the main component to construct a communication which is to convey the idea, message, and anything to the other. Min (2013), argues that

"nonnative speakers of English must increase their vocabulary knowledge in order to become successful in their academic endeavors in English-medium educational environments. A solid foundation of vocabulary knowledge is essential at every stage of the learner's second language (L2) development."

From the statement above, we can conclude that vocabulary knowledge is very important for every second language learners of English. Every step of learning English cannot be separated from the acquisition of vocabulary knowledge. While AlQahtani (2015) warns that all good teacher must consider that learning vocabulary is really strange from students' native language. That is why teachers have to prepare themselves with a lot of and up-to-date technique of teaching vocabulary in order to help students in learning English.

Besides, Ellis (1995) tells what should English as foreign speaker master in vocabulary before they learn to speak.

1. To understand speech the auditory input lexicon must categorize a novel sound pattern
2. Learn its syntactic properties
3. Learn its place in lexical structure
4. Learn its semantic properties, its referential properties, and its roles in determining entailments
5. Learn the conceptual underpinnings that determine its place in our entire conceptual system, and
6. Learn the mapping of these input/output specifications to the semantic and conceptual meaning.

VOCABULARY ACQUISITION HYPOTHESIS

Implicit Vocabulary Learning Hypothesis

“...holds that the meaning of a new word is acquired totally unconsciously is a result of abstraction from repeated exposures in a range of contexts.” (Ellis, 1995)

She believes that learners acquiring language through understanding the message that is delivered from the text/context even without their awareness that they have learnt something. This hypothesis also can be understood as the natural process of learning just like how we learn to walk, or how birds learn to fly. It really determined by the stimulus form the environment, natural condition of learning, and of course it is learnt without being aware that we are learning.

Dakun (2002), states that the extreme implicit vocabulary hypothesis beliefs that every knowledge about the world and everything inside are learnt totally without being aware, and it is believed that they are as a result of something indescribable from activated context that is being repeated. From this belief, it is adopted in the process of learning language that acquiring a language is happen without the learners being aware that they already acquire it.

Explicit Vocabulary Learning Hypothesis

Different with implicit vocabulary learning hypothesis, learners acquiring language based on the consciousness that they have understand the targeted vocabulary or at least become familiar with new vocabulary. This hypothesis holds that there are advantages in focus on structure of the language, note-taking every unfamiliar vocabulary, and using dictionary as our learning source such as understanding its semantic role and memorize it, which it will be last longer in our memory (Dakun, 2002). He also believes it will increase students' threshold, which most lower level proficiency get the benefit from learning the word without understanding the context rather than learn it in the context. After they have learnt the vocabulary, learning the context will be easier.

THE APPROACH OF TEACHING VOCABULARY FOR WRITING

In increasing the students' ability in writing, vocabulary acquisition must be taught as well. As Schmitt (2000) argues that improving vocabulary size of the students can solve the problem of lexical errors in students writing. Even though vocabulary received must be recycled and elaborated until it becomes productive. Here, I underline the process of recycling and elaborating the receptive vocabulary as the

focus of teacher in teaching writing in order to increase the students' writing skill as Schmitt (2000) also notes that lexical errors make it more difficult for students in comprehension rather than grammatical errors.

Schmitt (2000) put up two approach in teaching vocabulary, they are explicit approach and incidental learning approach. Even though these two approaches have different perspective in teaching vocabulary, Schmitt (2000) prescribes to use the mix of explicit and incidental learning approach to success the teaching vocabulary in the classroom. I will also add an approach from Hsu (2012), which is lexical approach. However, it also agrees with the statement above that lexical is something prominent in writing.

EXPLICIT APPROACH

Just like what I have found in my past experience on learning vocabulary, repetition and recycling are the main process of vocabulary learning (Schmitt, 2000). Sokmen (1997) in Schmitt (2000), describes the key principles in explicit vocabulary teaching as below:

- a. Build a large sight vocabulary
- b. Integrate new words with old
- c. Provide a number of encounters with a word
- d. Promote a deep level of processing

- e. Facilitate imaging
- f. Make new words “real” by connecting them to the student’s world in some way
- g. Use a variety of techniques
- h. Encourage independent learning strategies

The first principle must be familiar to everyone who consider on teaching and learning vocabulary, which is the goal is widening student’s acquisition of vocabulary. Based on my experience on memorizing vocabulary, the principle is about to support the explicit approach in vocabulary learning for students.

While on the second principle it might seems unfamiliar based on my experience, because in my class, we hardly discussing our memorized vocabulary rather integrate the news with the old one. Schmitt explains that this principle goes to make group of similar words together. But he also notes that this may confuse students on which word should be used on some context. While in my experience, we do not memorize words because of its similarity on forms, but the similarity context or topic. For example, things in the kitchen, so we will memorize all the noun-form vocabulary that can be found in the kitchen where it seems hardly to find similarity vocabulary on its form. The only problem the we found on our method is

how to recall vocabulary that already lay deep in our head. Schmitt (2000) use the term “cross-association” to capture the problem in choosing the proper words to the certain context based on the proper semantic rule.

The next principle is about bringing some relating words to support the word that is being memorized or learnt. This may help students to have a better understanding of the word since many words in English are polysemous, where a word might bring several meanings depend on the context. Here, I have a word ‘miss’ which brings at least two meaning, first ‘fail to perceive or to catch with the senses or mind’ and second ‘felling about something or someone’. I learning the word, we have to provide the context that brings the word to have the first meaning or the second. Once they understand how to understand those meaning, it will make them easier to memorize and acquiring the vocabulary.

They also encourage students to analyzing the vocabulary deeply, here is the chance where students may have better memorization, understanding, and ability to use it for the proper context in a certain situation. As the process of understanding the vocabulary, it is also a must to provide the students the best picture of the vocabulary in their mind, as experts beliefs that it is one way to process something in mind. Using many techniques in teaching

vocabulary is important for students so they will not be bored in learning vocabulary and find their best way in learning vocabulary and memorized them. As Hsu (2012) mention some technique in teaching vocabulary as Seal provides 3C's techniques (convey, check, and consolidate a word's meaning), while Hatch and Brown add one 'C' so it becomes 4C (connect). however, both of the techniques are only a little among a lot of variety in teaching vocabulary that can be used by teacher to make their teaching activity become various and interesting. The last principle but not the least, an independent learning must be acquired by students since language will never stop developing and its number of vocabularies will increase in time. The awareness of the students in learning vocabulary will influence the result of the teaching and learning vocabulary itself.

INCIDENTAL LEARNING APPROACH

One of the contrasts of this approach to explicit approach is on maximum exposure to the language that must be made sure by the approach to the students. Schmitt (2000) states that the best way to get that is by making clear the students into the situation where English become L2. Ahmed (2017) defines Incidental Learning Approach is "... the learning of one stimulus feature while concentrating on another stimulus feature

too." he gives a further explanation that it involves a formal learning aspect while students give attention to the semantic aspects. The thing is student try to acquire a language in a very limited time. Teachers believe that this approach provide more motivation for the students to learning the language while the teacher does not have to provide a lot motivation.

One weakness of this approach is that not all students from all over the world could using this approach because this approach is really depending on the learning environment of the students. Where environment takes the biggest part in this approach.

LEXIS APPROACH

This is a vocabulary-targeted approach, where it is focus on the role of collocations in language acquisition (Hsu, 2012). there are three main focus that is developing by this research, which are:

A. Corpus Linguistic

Corpus is coming from Latin word means 'body'. in Linguistics, Dash (2015) define corpus as

"..., it refers to a large collection of written and spoken text samples, available in machine-readable form, accumulated in scientific manner to represent a particular variety or use of a language."

In simple way, we can conclude that corpus in linguistic refers to written and spoken that is delivered in scientific manner to represent the language, whether its variety or its function. Corpus is used to study about linguistic properties, features, and phenomena observed in a language (Dash, 2015).

B. Second language acquisition and instruction, and

Sokmen (1997) in Dakun (2002) states that the trend on learning vocabulary is like a pendulum where it is start on grammar translation method, and end on implicit acquisition which is influenced by top-down, naturalistic, and communicative approach. But now, surprisingly, it returns to middle which is implicit and explicit learning. Acquisition and instruction are really determining on the approach because it shows how teacher and students see a vocabulary for learning language.

C. ELT vocabulary education

This approach is based on belief of a lexicographer and a leading character of corpus linguistics, Sinclair, that collocation cannot be separated on the make of language (Hsu, 2012).

FOCUS ON LANGUAGE STRUCTURES

Hyland (2003) believes that for second language and foreign language learners need

to acquire linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices which is very fundamental in learning to write. Vocabulary choices is really depending on what kind of text that we want to teach, hence we must also consider to teach our student about the vocabulary related to the text while we are teaching about the text itself.

Hyland (2003) also shows us how to implement it on the classroom. He argues that there are four-stage process, they are:

- A. Familiarization
- B. Controlled writing
- C. Guided writing, and
- D. Free writing

The first thing that the teacher should do is to introduce the text by providing a concrete text so students can learn both its structure and language, and of course the vocabulary as well. After getting used with the structure and the language, students can start to write on provided writing task by teacher. Here, there is only two possible answer which is correct and wrong answer. It will help student to get the better understanding about the structure and the language usually by fill in the gap questions. After that students can learn to write a whole text by guided instruction so they will have a well-constructed text. Finally, they can write the text on their own.

SOLUTION

Lack of vocabulary may bring bad result of writing skill. And since I only learn a technique of learning vocabulary for writing, which is drilling, various technique in learning vocabulary is needed to reach the best result of learning vocabulary itself. After they have good value in vocabulary their writing skill will also increase (Min, 2013).

I have provided three different technique in teaching vocabulary for writing in order to help in solving the problem of students' lack of vocabulary. They are: explicit approach, incidental learning approach, and lexis approach. Explicit approach is focus on the term repeating and recycling of the vocabulary in order to make the vocabulary last longer by deepening their understanding and knowledge of the vocabulary to the real context. Incidental learning approach is focus on how environment push students to learn the vocabulary. The last but not least, lexis approach which is focus on teaching collocation to make students understanding on vocabulary increase as they know how to put a word in a sentence and where should it be put on based on its function. Teachers who find the same problem as this research has, may use one of those technique to solve the problem. All those three solutions can be chosen regarded the students' condition which may be different from one to another.

I also provide a teaching writing technique in order to solve students' problem in the lack of vocabulary. Focus on language structure can help students both in the structure and the language used in the text.

RECOMMENDATIONS

I recommend all English teacher for writing that vocabulary also something that should be considered to increase student's ability in writing even though many teachers only underpin vocabulary to the reading skill. For the other researcher, I urges you to make a further research since I don't give my concern on the impact of each technique to student's knowledge of vocabulary in general, and their writing skill in specific.

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ISBN 978-623-7563-00-6