PROCEEDING

IMPROVING THE QUALITY OF ENGLISH TEACHING AND LEARNING IN SCHOOLS THROUGH MEANINGFUL STUDENT INVOLVEMENT

Editors:
Nury Supriyanti, M.A.   (UNY)
Dra. Endang Triningsih   (JETA Chairperson)
Yuyun Yulia, M.Pd.   (UST)
Dra. Umi Rokhyati, M.Hum.   (UAD)

7th NATIONAL JETA CONFERENCE

(JOGJA ENGLISH TEACHERS ASSOCIATION)

Place: PLA Conference Room of FBS
Yogyakarta State University (UNY)
Date: JUNE 28—29, 2010

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PREFACE

This proceeding contains a collection of papers presented at the 7th National JETA CONFERENCE conducted by Jogja English Teachers Association in collaboration with Yogyakarta State University and "Dinas Pendidikan Propinsi DIY" at 28 and 29 June 2010. This conference took place at PLA Conference Room of FBS, Yogyakarta State University, Karangmalang Campus-Yogyakarta.

The conference with the theme 'Improving the quality of English Teaching and Learning in Schools through Meaningful Student Involvement' was very special because it was designed in the form of seminar and workshop. In addition, teaching demo and best practice presentation from teachers were also scheduled in this conference. Hopefully all teachers would get relevant information from teachers, lectures and practitioners and perspectives concerning the efforts and constraints in promoting meaningful student involvement as a way of improving the quality of the English teaching and learning in schools.

This proceeding is therefore hoped to give benefits to readers, especially English teachers to get more complete information and knowledge concerning English teaching and learning from the conference, although they probably could not join the conference. Finally it is hoped that this proceeding can help improve teachers' profesionalism.

Yogyakarta, July 2010
Chairperson of JETA Publisher

SPEECH OF THE JETA CHAIRPERSON
June 28, 2010

Honourable Head of Provincial Office of Education
Honourable Rector of Yogyakarta State University
Honourable All JETA Supervisors
Distinguished guests, ladies and gentlemen

First of all, let us thank God for having blessed us with great health, happiness and prosperity, so that we can be here on this wonderful occasion to have a conference. Allow me to take this opportunity to extend to you all my warmest and heartfelt welcome to this inspiring event, the 7th national JETA Conference.

Distinguished guests, ladies and gentlemen
On behalf of the JETA committee, I would like to express my most gratitude and thanking to the Rector of Yogyakarta State University, all invited speakers, all JETA supervisors and all participants who attend this JETA Conference.

This conference with the theme 'Improving the quality of English Teaching and Learning in Schools through Meaningful Student Involvement' held in collaboration between JETA and Yogyakarta State University is very special. The conference is designed in the form of seminar and workshop. In addition, teaching demo and best practice presentation from teachers are also scheduled in this conference. Hopefully we all teachers will be able to get relevant information from teachers, lectures and practitioners and perspectives concerning the efforts and constraints in promoting meaningful student involvement as a way of improving the quality of the English teaching and learning in schools.

Distinguished conference participants, ladies and gentlemen
Professional teacher requires us to be more and more capable of actualizing all potentials, thus it's necessary for us as a teacher to share and discuss our practical, thoughts , and experiences of how and what the teachers can do better to help our students. It's also necessary for us to promote such involvement in improving the quality of English teaching and learning. Therefore, join the seminar or workshop is very useful. From this seminar, we can benefit professionally and personally. Personally we can make friends with whom we can share our personal experience, which can support our professional development. Professionally we can learn from one another ways of improving our professionalism.

Distinguished guests, ladies and gentlemen
On behalf of the JETA committee, I would like to extend my deepest gratitude to all sponsors who have supported the well being of this conference. A special thank goes to all the supporting units in Yogyakarta State University, the hardworking committee and all parties involved. Although much work remains ahead of us, we have on our side strong collective desire to work together for this conference.

Last but not least, please accept my sincere apologizes if you experience any inconvenience during the conference. Finally, I hope this conference is inspiring and beneficial for us all. May God bless us and enlighten our visions.

Have a nice conference. Thank you.

Endang Triningsih
Chairperson of JETA

Dear Conference participants, distinguished guests, ladies and gentlemen,

Assalamu'alaikum wr wb.

A very good morning to you all.
It is especially an honour and a pleasure for me to welcome you to JETA's seventh conference at the Yogyakarta State University. A conference, to English teachers today, has been a real need due their professionalism, a 'crown" put on our heads brought by the portfolio certification process. Teachers who have been labeled "certified" must have the moral obligation to always update their knowledge through conferences, symposiums, or workshops like this. By attending this conference, we can show to the world, to our society which might still be in doubt about our professionalism that we, English teachers in Jogja, are not what they think we are. This is a conference which has been prepared by the English Education Study Program of The English Education Department of the Faculty of Languages and Arts of the Yogyakarta State University and the Jogjakarta English Teachers Association, a conference as a tribute to all English teachers who have been so devoted to their jobs.

Distinguished guests, ladies and gentlemen,
This conference is also designed to make English teachers meet, share and discuss the most recent topics of the day. These days we have been through with our national examination, which is sadly to say has been sources of headaches to those involved in the process, the ministry of education from the national to local levels, from the national to the local authority, from parents to teachers and most importantly to students. We have been wondering what has been going on in their mind about all the teachers' efforts in improving their teaching quality. We need to know whether their learning has been meaningful to them. We need to take this seriously, therefore the theme of this conference is "improving the quality of the English teaching and learning in Indonesian schools through meaningful student involvement". Successful achievement in the national exam should go hand in hand with

Distinguished guests, ladies and gentlemen,
The committee has been preparing this conference through constraints and difficulties, some parties have kindly supported us and made us strong enough to finally make it happen. To all of them I would like to express my gratitude. To Professor Suwarsih Madya PhD, to Professor Dr. Rohmad Wahab, for the endless support and encouragement and his love of English. To Pak Girin, the Head of the International Links office, on behalf of the organizing committee I would like to express our greatest gratitude. Special thanks and appreciation also go to our beloved dean, Prof. Dr. Zamzani, for silently and constantly giving supports, to Pak Suhaini M.Saleh, M.A., the first assisstant to the dean, and to bu Tutik, the second assistant to the dean for always saying yes to me. I also wish to thank the head of the P3B, Pak G. Suharto, M.Pd. I'd like to say thank you to the sponsors: P3B FBS UNY, Pakar Raya, Erlangga, Longman, ILP, Real English, and TOEIC Test Centre Jakarta. I would also like to express my appreciation to Bu Suwarsih Madya, and bu Itje, and Pak Willy. I do owe Bu Helen --Dr. Helena Agustin of Unnes-- my special gratitude for always being there for us. I say thank you to our friends from the JETA's board and Pak Bismoko, Pak Pras, Mbak Umi,

Mbak Nani of UST. Thanks to the head of the English Education Department, Pak Samsul Maarif. Our appreciation especially goes to all the lecturers in the English education study program. Some have contributed in many different ways. And to the committee members : I'd like to say Guys, we finally did it. I love you very much.

Dear conference participants, ladies and gentlemen,

      I believe you all agree with me that it would be most inappropriate to conduct luxurious seminars these days. Modesty and simplicity are the best policy, so please enjoy this simple and modest seminar. On this very occasion I would also like to apologize for any inconveniences that you might go through during the seminar.

Finally, thank you to the conference participants. I wish you enjoy an inspiring, enlightening and relieving conference.

Thank you.
Wassalamu'alaikum wr.wb.

Nury Supriyanti, M.A.

LIST OF PRESENTERS AND PAPERS

Promoting Students' Meaningful Involvement in Reading Lessons

Margana
State University of Yogyakarta

In English language teaching and learning, English teachers of secondary school levels basically deal with two issues, namely macro-language skills and micro-language skills. The macro-language skills embody listening, speaking, reading, and writing. The micro-language skills are concerned with knowledge of linguistic components such as grammar/structure, vocabulary, spelling, pronunciation, and the like. Of the four macro-language skills, reading is believed to be the centre of English language teaching and learning in secondary school levels as it facilitates students to gain the success of their language development. However, English language teachers tend to do with testing instead of teaching. Most of them drive students to answer questions from the targeted texts and discuss them classically. Consequently, students rely on answering questions to fulfill the task disregarding seeking out the ways of how to get the message as performed in the targeted texts. In other words, students give an emphasis on the answers of the questions. This, of course, does not establish how to comprehend the targeted texts leading to the failure of getting the message of the texts.

With regard to the above problem, this paper deals with some efforts to meaningfully involve students in reading lessons to minimize testing practices. To do so, English teachers should be aware with the application of some ways such as (1) three phases of reading strategies (pre-reading, while-reading strategies, and post-reading strategies); (2) reading techniques such as scanning, skimming, interpreting reference, recognizing text organization, deducing meaning from the contexts, summarizing, and others; (3) three paradigmatic approaches (bottom-up approach, top-down, and interactive approaches; (4) SQ3R (survey, question, read, recall, and recite); and (5) SCROL – survey, connect, read, outline, and look-back. With the use of those reading strategies are believed to be effective to establish students' independent reading strategies to deal with their English language development.

Key words: Reading Lessons   Reading Strategies   Language Development

A. Introduction

It is obvious that reading is one of the four language skills which is of great use in English language teaching and learning as it serves a window of getting knowledge, ideas, and the like. This is one of the reasons why reading becomes the main target of English language teaching and learning in the secondary school level even tertiary one. This suggests that English teachers have to give a high emphasis on reading without ignoring other language skills speaking, listening, and writing. They have to facilitate students to actively establish to be autonomous readers. This is based the fact that having sufficient reading ability contributes to the success of English language development.

As a matter of a fact, the process of English language teaching and learning focusing on reading, English teachers of the secondary school level tend to dominate the teaching activities. They spend the whole time to guide students to make sense of texts by focusing on analyzing systemic knowledge. Some of them even apply a translation method to make sense of given texts. Very often, they utilize reading aloud technique when they are involved

in teaching reading. Students are rarely driven to independently analyze the texts with the use of schematic knowledge. Also, students tend not to be meaningfully involved in analyzing the texts. Many English teachers spend much time to discuss the vocabulary items existing in the texts. They believe that the mastery of vocabulary is a must for students to be successful in getting the message of the texts presented. Added to this, English teachers of secondary school level give an emphasis on what to be comprehended. In other words, they focus on language form rather than the content of the message. Consequently, students perform minimum reading ability as shown in the results of the final examination which is categorized as low category level.

Besides, English teachers of secondary school level tend to focus of testing not teaching. This means that they spend more time to ask students to answer the reading exercises in the form of true or false, matching, multiple choices, and the like. Rarely do they facilitate students to take into account how to make sense of texts by utilizing particular reading strategies, by employing reading techniques such as recognizing text organization, skimming, scanning, inferencing, deducing meaning from contexts and others, by popularizing three paradigmatic reading approaches such as top-down, bottom-up, and interactive approaches (Hudson, 2007). In shorts, English teachers do not provide students with meaningful involvement when they engage in teaching reading. This, of course, causes the failure of gaining high reading ability.

In lieu with the above issue, this paper deals with promoting students' meaningful Involvement in reading lessons. To easily understand the content of this paper, the writer outlines his paper in a series of a discussion starting with Introduction, followed by discussing on the nature of reading, reviewing some consideration of making sense of texts, and some efforts to meaningful and maximally involved in reading comprehension. To end up the discussion, some final remarks are provided.

B. What is Reading?

As previously mentioned, reading is one of the macro-language skills which plays an important role in developing knowledge of any fields including the knowledge of the target language. For such a reason, reading becomes the core of second language learning in the level of secondary schools (junior and senior high schools) and university as well. This implies that in the process of English language teaching and learning English teachers of secondary school level are encouraged to give a high emphasis on reading by promoting text types. This is aimed at assisting students to gain large insights through reading practices.

In lieu with reading, a great number of experts view the nature of reading differently depending upon the perspectives utilized. Many experts claim that reading is a receptive process in the sense that readers do not produce a text. Spratt, et al. (2005) claims that reading is concerned with responding to text, rather than creating it. Nunan (1999) also says that reading is categorized as a passive skill. This suggests that reading is assumed as a receptive skill. In this case, readers only deal with getting the message though printed symbols.

Different to the above view, reading is an active process in the sense that readers have to struggle hard to deal with creating meaning from the text by utilizing readers' cognitive aspects. Goodman in Hedge (2008) cites that reading is a psycholinguistic guessing game'. Readers actively engage in dealing with systemic knowledge such as phonological, morphological, syntactic, semantic, discourse aspects and non-systemic knowledge: context of situation, text-summary building, the interpretive elaboration with the use of knowledge resources, various adjustments to gain the comprehension of text, and others. Therefore,

the nature of reading is complex and challenging as it requires many resources and efforts from the readers.

To minimize mis-conception, the notion of reading has to be clearly explained. However, a great number of experts have different definitions depending upon the purpose of reading such as reading for entertainment, for general understanding, reading to learn, reading to integrate information, reading to evaluate critically (Carrell & Grabe in Schmitt, 2002). According to Nuttal in Margana (2009), reading is defined as getting a meaningful interpretation of printed or written verbal symbols. To do so, the readers have to be familiar with the language of text in the level of words, sentences, and whole-texts (Spratt et al., 2005). Widdowson in Hedge (2008) defines reading as a dialog between the reader and the author throughout printed symbols. This suggests that readers are challenged to actively seek the intended meaning (the author's message which is reflected in the text). To do so, the readers have to deal with a series of processes and knowledge with the use of decoding skills to recognize the systemic knowledge (the knowledge of language), cognitive skills to make inference of the text, and interactional skills to grasp the author's point of view.

In reference to the above definitions, reading is defined as an interaction between the reader and the author through printed symbols which are called text. In reading, readers deal with two processes, namely low-level and high-level processes depending upon the purpose of reading practices.

One of the indicators of being successful in second language learning is that L2 learners can how high comprehension ability as reflected in reading tests. That is why English secondary teachers are encouraged to promote text types to their students in the process of English language teaching and learning.

C. Types of Reading

In terms of its types, reading can be divided into two, namely reading aloud and reading comprehension. Reading aloud is defined as a kind of reading which deals with recalling words, sentences, and the like. It is concerned with how to read text. Reading comprehension, on the other hand, deals with making sense of text. Of the types of reading, the later becomes the heart of reading practices meaning that comprehension is very important in reading. Reading without comprehension is useless (Margana, 2009).

In relation to reading comprehension, Clymer in Hudson (2007) proposes five taxonomies of comprehension skills sequenced from easy to complex in terms of the demand of each classification. They include (1) literal comprehension, (2) reorganization, (3) inferential comprehension, (4) evaluation, and (5) appreciation. Literal comprehension deals with two skills, namely recognizing and recalling details, main idea, a sequence, comparisons, cause and effect and character traits. In this taxonomy, readers attempt to make sense of text as explicitly reflected in the words and sentences. Reorganization refers to the utilization of reading skills such as classifying, outlining, summarizing, and synthesizing texts. Inferential comprehension means making sense of text through inferring supporting details, main ideas, sequence, comparisons, cause and effect relationships, character traits, outcomes, and figurative language. It deals with finding implicit message of text. Evaluation refers to making judgments of the content of the text. The judgments embody some issues such as reality or fantasy, fact or opinion, adequacy and validity, appropriateness, worth, desirability, and acceptability. The last taxonomy is appreciation. In this level, readers make attempts to emotionally respond to the content of the text, to identify the characters or incidents, to react to the Authors' use of language, and to perform their imagery.

Those five taxonomies of comprehension seem to be overlapping in categories and tasks as reflected in each category (Hudson, 2007). He adds that the proposed taxonomies do not reflect in any logical way as making sense of text is influenced by some factors such as background knowledge of the readers and the contexts which modify the level of difficulty or ease of any given category.

Clear division of comprehension is offered by Bloom in Margana (2001). He classifies comprehension into four levels, namely (1) literal comprehension, (2) inferential comprehension, (3) evaluative comprehension, and (4) application. Literal comprehension refers to getting the message of the text as explicitly stated in a series of words or sentences. Inferential comprehension means activating inductive and deductive reasoning. In this case, readers make an attempt to make sense of text by supplying implicit meaning. Evaluative comprehension refers to categorizing readers' comprehension in favor with the norms. Applicative comprehension means applying the comprehension gained in real life. For example, there is a text stating 'No parking'. This text can be interpreted in four types of comprehension. First, it can be interpreted as the prohibition of doing parking in the area mentioned. This is called literal comprehension. Second, the text means 'dangerous' or harmful to somebody else. Third, the text conveys an interpretation that it is not good to see or it violates the law. The last interpretation refers to the readers' attempt to apply in the lifelike problem. The last classification of reading comprehension seems to be practical in nature.

D. Some consideration of making sense of text

As previously reviewed, making sense of text is a complicated process. Readers have to be familiar with systemic knowledge and schematic knowledge (Hedge, 2008). He further proposes six types of knowledge in order to gain success in getting the message of the text. They include (1) syntactic knowledge which is concerned with the knowledge of how words are constructed to form sentences, (2) morphological knowledge that deals with the knowledge of word-formations, (3) general world knowledge which refers to the readers' prior knowledge obtained through their common reasoning of the text, (4) socio-cultural knowledge which refers to the knowledge of social-cultural background of the text development, (5) topic knowledge, which is concerned with the understanding of the topics of the text read, and (6) genre knowledge which deals with the knowledge text types such narrative, recount, analytical exposition, and the like. The first and second are called systemic knowledge which deal with decoding the language of text while the rest belong to schematic knowledge. Both are significant to the success of making sense of text. This suggests that readers who have good systemic knowledge and schematic knowledge are believed to maximally comprehend the given texts.

In support of the above determinant factors, Spratt, et al. say that to successfully get the content of the given text readers have to be good at analyzing systemic knowledge that embodies word, sentence, and discourse level. Hudson (2007) adds that reading comprehension is closely engaged with readers' knowledge of general syntactic, morphological, and lexical aspects of the language concerned. Different to Hudson and Spratt, Bernhardt in Schmitt (2002) states that knowledge of cultural background of the text correlates with reading comprehension achievement of English texts. This suggests that cultural content schemata of text play an important role to gain high comprehension of English texts.

In reference to the above discussion, the systemic and schematic knowledge have to be taken into account when readers deal with reading comprehension practices. This implies that in English language teaching and learning, English teachers of secondary schools are

driven to analyze the systemic knowledge of the text and facilitate students to explore and activate their schematic knowledge of given English texts in order that students can achieve high comprehension ability. English teachers are encouraged to minimize testing practices when they are involved in teaching reading. Skills of how to analyze the systemic knowledge and activate the schematic knowledge should be extensively promoted to students. By applying such a way, students tend to perform meaningful involvement in reading comprehension practices.

E. Some ways to meaningfully involve students in reading

In the process of English teaching and learning that takes reading as a focus of teaching, English teachers of secondary schools are encouraged to promote meaningful involvements to their students. This can be conducted by encouraging students to actively employ some strategies required in reading practices. The strategies include the utilization of three phases of reading lessons, namely pre-reading, while-reading strategies, and post-reading strategies (Paris et al in Hudson, 2007); of reading techniques such as scanning, skimming, interpreting reference, recognizing text organization, deducing meaning from the contexts, summarizing, and others (Nuttals in Margana, 2009; Harmer, 2001); of three paradigmatic approaches (bottom-up approach, top-down, and interactive approaches (Hudson, 2007); of SQ3R which stands for survey, question, read, recall, and recite ; and of SCROL – survey, connect, read, outline, and look-back (Grant in Hedge, 2008).

Three-phase reading strategies can drive students to meaningfully involve in reading lesson. In relation to the three-phase reading strategies, Paris in Hudson (2007: 108) documents some sub-reading skills which are utilized in each phase as reviewed below.

No.	Pre-reading strategies	While-reading strategies	Post-reading strategies
1	Establish a good physical environment	Checking comprehension throughout the reading activity	Having appreciation of text and writer
2	Setting reading purposes	Identifying main ideas	Revisiting pre-reading expectations
3	Assessing prior knowledge	Making inferences	Reviewing notes, glosses, text markings
4	Giving questions in reference to the title	Recognizing patterns in the text structure	Reflecting on text understanding
5	Doing semantic mapping	Looking for discourse markers	Consolidating and integrating information
6	Skimming for general idea	Monitoring vocabulary knowledge	Reviewing information obtained from text
7	Previewing the text	Predicting the main idea of each paragraph	Elaborating an evaluating the comprehension
8	Reviewing instructions	Glossing	Determining what additional information is

			needed
9.	Identifying text structure and genre	Comparing what is read with what is known	Applying the information to the task at hand
10	Discussing what is known about the topic	Evaluating value of what is being learned	Relating the text to own experience
11	Predicting what might be read	Rereading text skipping ahead	Giving critique to the text

(Comprehension Strategies Paris et al. in Hudson, 2007:108)

With the use of the above strategies, students are actively and meaningfully involved in comprehension process. They are challenged to actively utilize sub-reading skills as reviewed above in every phase to maximally gain the text comprehension. In reference to the above strategies, students do not rely on answering comprehension questions as what many English teachers do when they are involved in reading lesson. Such strategies also promote how to comprehend texts which leads to establishing autonomous or independent readers.

To meaningfully involve students in reading lessons, English teachers of secondary levels may utilize sub-reading skills to deal with reading tasks. In this case, students are driven to apply sub-reading skills such as recognizing text organization, skimming, scanning, inferencing, deducing meaning from contexts and others (Nuttal, 1996; Margana, 2009; Hudson, 2007) depending upon the text types learned. The students are directed to apply those sub-reading skills when they are engaged in reading lessons.

Another strategy to meaningfully involve students in reading lesson is by applying three paradigmatic approaches. Those are bottom-up approach, top-down, and interactive approaches (Hudson, 2007). Bottom-up approaches refer to constructing meaning from letters, words, phrases, clauses, and sentences as reflected in text. The basic idea of this approach is that to make sense of text readers have to process the text into phonemic units that represent lexical meaning and construct the meaning in a linear way. In short, students comprehend texts by focusing on the analysis of systemic knowledge rather than schematic knowledge. The top-down approach, on the other hand, drives students to comprehend text through activating their background knowledge to text given. Smith in Hudson (2007) urges that the top-down approach gives an emphasis on text message predictions. This suggests that students are not necessary to read word by word. Goodman in Hudson (2007) labels it as psycholinguistic games as reading is related to the interaction between thought and language. The interactive approach refers to the application of the two previous approaches in reading practices as reading is bidirectional in nature utilizing higher order mental operations and background knowledge. Grabe in Hudson (2007) states that comprehension is successfully obtained through the product of the readers' interaction with the information in the text and the readers' schematic knowledge including background knowledge to text given.

English teachers of secondary schools may also employ well-known reading strategies such as SQ3R (Robinson in Samsul, 2008) or SCROL (Grant in Hedge 2008). In **Survey**, teachers ask students to survey the document by scanning the contents, introduction, chapter introductions and chapter summaries to pick up a shallow overview of the text. In **Question**, English teachers ask students to make questions with regard to the text before reading. In **Read**, students are asked to carefully read text through using useful sections in detail and taking care to understand all the points that are relevant. In **Recall/Recite**, students are asked to keep an initial section of the text in his/her mind and

answer the questions made. In **Review,** English teachers ask students to review the text by rereading the document, by expanding his/her notes, or by discussing the material with his/her friends.

F. Conclusion

With regard to the above explanation, the essence of reading is making sense of text. To successfully gain the sense of text, students are encouraged to be familiar with systemic knowledge and schematic knowledge. Both are believed to be determinant factors in reading lessons.

In handling reading lessons, English teachers of secondary schools are encouraged not to rely on answering questions labeled testing practice as it is only a small part of teaching. They have to promote students' meaningful involvement in reading lessons with the application of some ways such as (1) three phases of reading strategies (pre-reading, while-reading strategies, and post-reading strategies); (2) reading techniques such as scanning, skimming, interpreting reference, recognizing text organization, deducing meaning from the contexts, summarizing, and others; (3) three paradigmatic approaches (bottom-up approach, top-down, and interactive approaches; (4) SQ3R (survey, question, read, recall, and recite); and (5) SCROL – survey, connect, read, outline, and look-back.
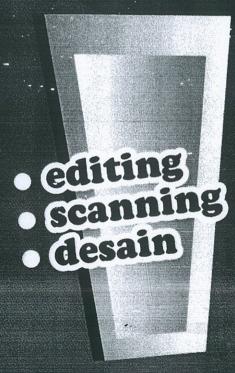
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