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PROCEEDINGS

*English Language Curriculum Development:
Implications for Innovations in Language Policy and Planning,
Pedagogical Practices, and Teacher Professional Development*



ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY

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FOREWORD

These proceedings feature 335 papers out of 531 papers presented at the The 61st TEFLIN International Conference. Enmeshed in the theme, “*English Language Curriculum Development: Implications for Innovations in Language Policy and Planning, Pedagogical Practices, and Teacher Professional Development*”, the papers present different lines of scholarship which address such topics as (1) language policy, (2) language planning, (3) needs analysis, (4) language syllabus and lesson planning, (5) language materials evaluation and development, (6) instructional design and language teaching methodology, (7) instructional media and technology, (8) language classroom management, (9) language testing and assessment, (10) language program evaluation, and (11) teacher professional development. The proceedings are alphabetically organized based on authors’ names.

All the papers in these proceedings were not peer-reviewed, but the papers published in these proceedings met the basic requirements set out by the committee. All the papers do not exceed a total of five pages (including tables, figures, and references). In the editing process, the editors extended the maximum page limit up to six pages in order to include more papers.

Neither the Conference Committee nor the Editors are responsible for the content, outlook, opinions, and arguments made in the papers. The sole responsibility concerning the ethical aspect, validity of methodology, and political views in the papers rests with the individual authors.

Finally, we would like to extend our sincere gratitude to all of the paper presenters who have shared their bright and inspiring ideas at the conference, and to the board of reviewers and editors who have worked hard in screening all the submitted abstracts. We do hope that readers enjoy reading the papers in the proceedings and find them enlightening and useful.

Surakarta, 7 October 2014
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THE EFFECTIVENESS OF TEACHING READING COMPREHENSION RECOUNT TEXT BY USING FACEBOOK

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Abstract: This study examines the effectiveness of *Facebook* as media in teaching reading comprehension recount text was conducted in the outside of the classroom through *Project Based Learning* was adapted by Joel I. Klein et.al (2009:8) aids to encourage students' reading achievement. A quasi-experimental design as a part of quantitative research was employed in this research. The sample of this research is VIII B as experimental class and VIII C as control class in SMP NEGERI 1 KUDU. The study was done by using test as the main instrument. The finding of posttest analyzed by using *One-way Anova* which compared between two groups is that determining main idea and title gain sig 0.001, finding written and explicit information gain sig 0.003, finding pronoun referent gains sig 0.007, and determining meaning of the word, phrase gain 0.001. It shows that sig < α (0,05), it means *Facebook* as media can give significant difference on students' reading comprehension. It is supported by the study was conducted by Ahmed Naci Coklar (2012), Saikaew, et.al (2011), and Rasyid (2013).

Key words: *teaching reading comprehension, facebook, recount text*

Reading is one of the basic skills in language teaching included English instruction. It is involved the process of interaction between the reader and the writer through texts. The main purpose of reading is comprehended the texts. It is supported by Fachrurrazy (2011:83) stated that the purpose of reading activities can be comprehension (intensive reading in the class). The techniques of comprehension can be divided into three levels i.e. sentence level, paragraph level, and whole text level. The students introduced to EFL so that they can obtain message of an English written text. The objective shows that the students expected to get the message or meaning of what they read from the texts. It should be well prepared by the teacher such that the students not only learn to read but read to learn as well. Harmer (2002:134) affirms that making a variety of teaching in language instruction to engage and construct students should be conducted by the language teachers as the basis in the learning and teaching activity. This study is involved *Facebook* as a media which is used to encourage students' achievement. Ahmet Naci Coklar (2012:1) stated that *Facebook* is the highest number of users in the world compared with social sites such as MySpace, Friendster and Reunion. Based on the data was taken by (Facebook.com) shows that Indonesia is the second biggest country for *Facebook* user after USA. Million people have been using *Facebook* in their daily life. While students waste their time in enjoying with *Facebook* such as: chatting, playing games, updating status, etc. It is better if teachers use *Facebook* as a learning tool to support the learning process. It is supported by Ian Fordham et.al (2013: 2) affirms that *Facebook* is in an excellent position to support the way young people, teachers and other educators collaborate, access and curate new learning

This media was conducted in the outside of the class through *Project Based Learning* proposed by Joel I. Klein et.al (2009: 8). In applying this media, a *Facebook Group* was made to organize students' activities in *Facebook* then the teacher uploaded a recount text and gave some questions based on the text and asked students to answer the question. The students divided into some group exactly one group contained two persons. Some terms are divided for students' respond in *Facebook* in answering, and giving comment about recount text. It is likely both passive and active students can be involved together in the reading activities in *Facebook Group*. A study was taken by Ahmed Naci Coklar (2012) and An article is written by Saikaew, et.al (2011) shows that *Facebook* gave many advantages as education tool. Another research about the use of *Facebook* is written by Rasyid (2013) has shown that *Facebook Groups* can help students in process of setting up of writing by enabling them to recognize aspect of writing assignment deadline and avoid plagiarism was conducted by the students.

Regarding the use of *Facebook* that is good for students in learning, a study was conducted to examine the extent to which the use of *Facebook* as media in teaching reading comprehension recount text was conducted in the outside of the classroom through *Project Based Learning* in SMP NEGERI 1 Kudu. The research problem is formulated as follow: "Do the students taught by using *Facebook* in reading comprehension recount text have better reading achievement than those taught without using *Facebook*?"

Method

A quasi-experimental design as a part of quantitative research was employed in this research. It aims to discover the effectiveness of teaching reading comprehension recount text by using *Facebook* toward students'

reading achievement. A quasi experimental was possible to be conducted due to the permanent schedule of the school. This study was involved nonrandomized control group pretest-posttest design was adapted from (Ari, 2006: 316). Both of the classes have homogenous. The result of this research was gotten by comparing the result of control class and experimental class' posttest. This recent study was conducted in SMPN 1 KUDU as the subject population. The sample of this research is VIII B as the experimental class and VII C as the control class.

Table 1. The Essential Features in the Teaching Reading using *Facebook* and without using *Facebook*

Experimental Group (Teaching Reading using <i>Facebook</i>)	Control Group (Teaching Reading without using <i>Facebook</i>)
<p>Pre-test</p> <ul style="list-style-type: none"> • Greeting • Brainstorming <p>Whilst - Activity</p> <ul style="list-style-type: none"> • Teacher explains the components of recount text. • Identify the generic structure and generic feature in recount text. • Discussing the generic structure and generic feature in recount text • Completing a gapped recount text • Arranging the random paragraph to be a good recount text and making summary of the text as a means of retelling the text. (individually) • Answering some essay questions which is gave by the teacher. <p>Post Activity</p> <ul style="list-style-type: none"> • Reflection • Closing • The teacher designed the plan and created the schedule for the project about implementing <i>Facebook</i> as media through <i>Project Based Learning</i> which conducted in the outside of the class. <p><i>Project Based Learning in the outside adapted from Joel I. Klein et.al (2009:8)</i> (Exploration)</p> <ul style="list-style-type: none"> • The teacher began by giving essential question (<i>Project Based Learning Inquiry</i>) based on the text in <i>Facebook Group</i>. • The students gave respond to the questions based on the recount text which uploaded by the teacher <p>(Synthesis)</p> <ul style="list-style-type: none"> • Monitoring the process and progress the students in <i>Project Based Learning Inquiry</i>. • Assessing the outcome in <i>Facebook Group</i> to motivate the students. <p>Reflection</p> <ul style="list-style-type: none"> • The teacher reflected the material with project which have already done and ask the students about their experience. • The teacher evaluated the students' project in <i>Facebook</i> through PBL 	<p>Pre-test</p> <ul style="list-style-type: none"> • Greeting • Brainstorming <p>Whilst - Activity</p> <ul style="list-style-type: none"> • Teacher explains the components of recount text with picture of series. • Identify the generic structure and generic feature in recount text with picture guided by the teacher classically. • Discussing the generic structure and generic feature in recount text with picture guided by the teacher classically. • Completing a gapped recount text • Arranging the random paragraph to be a good recount text through picture. • Making summary of the text as a means of retelling the text guided by the teacher classically. • Answering some essay questions which is given by the teacher. <p>Post Activity</p> <ul style="list-style-type: none"> • Reflection. • Closing

Table 2. The essential Topic, activities and modes of learning in experimental class

Figure 1. The students' activities in Facebook group

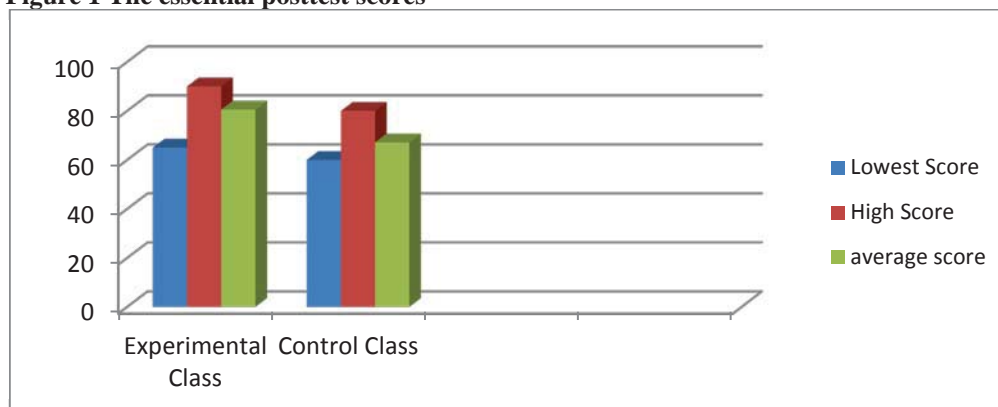
Meetings	Activities	Mode of learning
Meeting 1	Pretest and introduction of recount text	Face to face
Meeting 2	Give more practices or exercises drill	Face to face
Meeting 3		
- (04.00 p.m – 05.30 p.m)	Reading comprehension practice	Online
- (07.00 p.m - 08.30 p.m)	Reading comprehension practice	Online
Meeting 4		
- (04.00 p.m – 05.30 p.m)	Reading comprehension practice	Online
- (07.00 p.m - 08.30 p.m)	Reading comprehension practice	Online
Meeting 5	Reflection and posttest	Face to face

This study used test as the main instrument to get the data which is able to measure the effectiveness of Facebook toward students' reading comprehension. The tests consist of 20 items which have already valid and reliable. Before the test is used for the experimental class and control class, the test tried out in other respondents. The trying out aimed to check out the validity of the items and reliability in general. The test was given in the pretest and posttest with equivalent questions. *One-way Anova* in SPSS 16 Program windows was used to compute the different between experimental class and control class posttest. It is possible to use *One-way Anova* because there are four means exactly mean in determining the main idea and title, mean in finding written and explicit information, mean in finding pronoun referent, mean in determining meaning of word and phrase in the context.

Finding And Discussion

Based on the result of the post test of VIII B as experimental class, the lowest score is 65 and the highest score is 90 while the output of the posttest of VIII C as control class, the lowest score is 60 and the highest score is 80. The mean of experimental class is 80, 536 and the mean of control class is 67, 143. Both of the classes have furthering in posttest score and the result above shows that VIII B as the experimental class achieved better than VIII C as the control class. The figure below can make easy in analyze the difference of the score.

Figure 1 The essential posttest scores



The result of the posttest shows that the average scores for experimental group is higher than the average score of control group. The average score of experimental group is 80,536 and the average score of control is 67.143. The mean difference between experimental and control group is 13.393. Yet, this cannot be claimed soon before the static analysis *One-way Anova* is done. For further analysis to answer the research problem, a statistical analysis used *One-way Anova* was conducted. Below are the statistical computations by using *One way Anova*:

Table 4.3 Determining main idea and title

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7.143	1	7.143	11.663	.001
Within Groups	33.071	54	.612		
Total	40.214	55			

Table 4.4 Finding written and explicit information

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12.071	1	12.071	9.360	.003
Within Groups	69.643	54	1.290		
Total	81.714	55			

Table 4.5 Determining Pronoun referent

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.161	1	2.161	7.797	.007
Within Groups	14.964	54	.277		
Total	17.125	55			

Table 4.6 Determining meaning of word and phrase in different context

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.786	1	5.786	11.951	.001
Within Groups	26.143	54	.484		
Total	31.929	55			

All of indicators' result above show that $\text{sig} < \alpha$ (0.05). It shows that all of the result in posttest which is computed by using *One way Anova* gave significant difference. It can be determined that *Facebook* can be effective media in teaching reading comprehension in all of indicators above.

Facebook on students' reading comprehension recount text through Project Based Learning

The essential objective of reading is comprehends what the writer says in the text. Fachrurrazy (2011:83) affirmed that comprehending in reading divided in some levels are that in sentence level, paragraph level and whole text. It is involved the great concern by the English teacher to make a variety of teaching in achieving the goal. *Facebook* through

Project Based Learning was involved in this study. SMPN 1 Kudu was chosen to prove that *Facebook* has been involving in various olds and places. This media was applied in the outside of the class through *Project Based Learning* was adapted by Joel I. Klein et.al (2009:8). By using *Project Based Learning* strategy, the

students worked in their pair which is contained of 2 persons. The students were given more exercise namely *Project Inquiry in Facebook Group* which is uploaded by the teacher in wall *Facebook Group*. By giving respond on *Facebook Group* the students got comment either criticism or appreciation by their classmates and the teacher. The use of *Facebook* as media through *Project Based Learning* in teaching reading comprehension can encourage students' achievement. It is possible because teacher can plan learning experiences which can give deep understanding to the students.

In this study, students drove the learning more enjoyable because they learned with their abilities and preference for using different type of media. In other side, students constructed to pursue in comprehending about what they read in wall *Facebook group*. The students competed with other group to answer the questions. It was passive and active students can be involved together in the reading activities in *Facebook Group*. It is supported by Ian Fordham et.al (2013: 2) stated that *Facebook* is in an excellent position to support the way young people, teachers and other educators collaborate, access and curate new learning

Facebook can be manipulated as education tool to the teacher and students. The outcome of the students' reading comprehension are that they could comprehend the recount text exactly in determining main idea and title of the text or passage, finding written and implicit information, determining reference word, determining the meaning of the words, phrase, based on the context. It is supported by a study done which conducted by Ahmed Naci Coklar (2012) and Kanda Runapongsa Saikaew, et.al (2011). It shows that *Facebook* can give more advantage in education as learning tool. Another research was done by Fikri Rasyid (2013). It shows that *Facebook Groups* can help students in process of setting up of writing by enabling them to recognize aspect of writing assignment deadline and avoid plagiarism was conducted by the students.

CONCLUSION AND SUGGESTION

The results of the study show that there is significant difference on the eight B who are taught by using *Facebook* better than eight C who are taught without using *Facebook*. Furthering analyze was computed by using *One-way Anova* are that determining main idea and title gain sig 0.001, finding written and explicit information gain sig 0.003, finding pronoun referent gain sig 0.007, and determining meaning of the word, phrase gain 0.001. It shows that sig < α (0.05), the gain scores led to accept the hypothesis. The essential is *Facebook* can be effective media in teaching reading comprehension in determining main idea and title of the text or passage, finding written and implicit information, determining reference word, determining the meaning of the words, phrase, based on the context. This study suggests the use of *Facebook* or others social media in teaching process must be encouraged as the education tool. It is positive proper to engage students as modern learner at present.

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PUPPET AND POP UP PICTURES AS THE STORY TELLING MEDIA TO BUILD STUDENTS' MOTIVATION IN ENGLISH COMPETITION

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Abstract: Instructional Media in English language teaching has an important role to make the English learning more attractive and accessible for the students. Teachers have to be creative to make learning English as fun as possible since fun learning will make the learning process effective and efficient. Students will improve their creativity if the teachers can show a model for them. Media, such as puppet and pop up pictures are attractive for story telling activities. It is useful to help the students understand the story better especially for the young learners' class. Moreover, junior high school student are able to create the media to support their performance and build their motivation in English learning. This article focuses on building the students' motivation to join the English Competitions through puppet and pop up pictures as the story telling media. Several English competitions are held by many high schools for the junior high school students like speech contest, English songs contests, Olympiad, and storytelling contests. The most common competition held is story telling since this competition needs both the students' English speaking ability and high creativity to create attractive media. Findings show that puppet and pop up supports the students' performance in the storytelling contest and motivate them to join another one. This article tries to help teachers know better the use of media not only for teaching and learning in classroom but also for their students' motivation and performance in joining English competitions.

Keywords: *puppet, pop-up, storytelling competition, motivation*

Introduction

English teachers do not only teach the language skills and language components separately, but also teach the student about skills of life and characters. In this technology era, teachers are getting more creative and innovative in using instructional media for the teaching and learning process. Students who get used to high technology gadgets in their daily life will find the learning boring if the teachers still use monotonous ways of teaching. The more interesting the English class is the higher motivation the student will have. This is the important role of media in teaching and learning.

Media is the means of communication that sends the message from the teachers to the students. Heinich and Romiszowski in kasbolah (2007) mentioned that media is the carriers of messages. According to Suyanto (2007), media includes visual, audio, or audio visual media.

Many students in schools with good English are not interested to join English contests which are often held by many institutions all over Indonesia. High schools and universities run a lot English contests to challenge the students' oral ability in English, such as speech contests, news reading contests, debate contests, spelling bee contests, storytelling contests. This paper focuses on discussing the storytelling contests for students to show their oral English ability and their creativity of using media to support their story. *Puppet and pop up* are two good media to motivate the students in joining English contests. By *puppet and pop-up media*, the students' performance can be made more interesting, and therefore the story telling that the students try to show will be more successful, the messages of the story created by the students can be understood and accepted easier by the viewers, audiences and judges of the contest.

Puppets

Puppet is a traditional art used to entertain people and teach about character building through the characters of the story. There are three kinds of puppet namely *shadow puppet*, *doll puppet* and *people puppet* in Indonesia. According to Suyanto (2007) puppet can be classified into three; *finger puppet*, *glove/hand puppet* and *stick puppet*. While Sarma and Devi (2013) offered other kinds of puppet; *string puppet*, *glove puppet*, *rod puppet*, *shadow puppet*, *paper puppet* and *water puppet*. This paper focuses on the use of *shadow puppet*

combined with *the stick puppet* to be created by the students to support their storytelling. On November 7, 2003, UNESCO designated *wayang kulit* from Indonesia as one of the *Masterpieces of the Oral and Intangible Heritage of Humanity* (Wikipedia).

Pop Up Pictures

Longman dictionary (2004) defined pop-up as a book, card etc with a picture that stands up when you open the pages. According to Faradisha (2013) pop up picture is an instructional media that relates to the characteristics of the students since it influences their sensory aids. Besides, pop up pictures are media that can be played by the students, are colorful, have interesting forms and are compatible with the learners' interest. Pop up pictures can be divided into 2D and 3D..

Motivation

Emaliana (2012) stated that motivation is the learners' goal or orientation. According to Harmer (2007), motivation is an essential part of the success for the learners to reach the goal. Motivation is the key of success (Hapsari, 2013). If the students have low motivation, their achievement must be low as well. Deniz (2010) in Hapsari (2013) stated that a certain degree of motivation will lead a person to overcome the difficulty in learning a language after conquering the challenges of learning English. Students who are eager to join competition must have a high motivation in learning English.

English Skill Contests

Competition is an organized event in which people or teams compete against each other. English competition may be done for written competition or oral competition. The written competition can be done in the form of scramble words or English Olympiad like TOEFL or TOEIC Olympiad. The oral English competitions are usually done in the form of speech, news reading, spelling bee, storytelling, and debate contests.

Creating Shadow Puppet

According to Rachmajanti (2012), the materials needed in creating the shadow puppet include duplex paper, scissors, double tape and tape, glue, stick or thin wire, permanent markers, kalkir Paper (transparent paper), table lamp, card table or small table, Styrofoam, and mica paper. It usually takes about 4 hours to create the puppets and needs 4 meetings (4x90') to practice performing.

It takes several steps to make the shadow puppets stage and the puppets. First, prepare duplex and kalkir paper. Second, fold the back of the duplex paper about 20 centimeters in from each side. Third, use cutter to cut out a large window in the center of duplex paper. Forth, place transparent paper up against the back of the window and glue the edges. Fifth, draw the window of duplex paper with the suitable picture of the story that is going to be performed using the pen. Sixth, color or thicken them using color markers. Seventh, cut a piece of Styrofoam into four and glue them up in the back of duplex and transparent paper. The puppet stage is ready.

To make puppets, first, find the pictures of the puppet characters. Second, draw the characters of the story using the permanent markers, and third, cut the pictures and put a stick or wires on the back side of the pictures using the tape. The puppet is ready to use.



Following is the teaching scenario using puppets show.

Teacher's Activities	Students' Activities
<ol style="list-style-type: none"> telling the story of Mahabharata, asking the students to choose a part of story, asking the students to write the story in Indonesian and English, checking the students' work and asking them to revise, asking the students to memorize the story, preparing the materials from any resources, finding the steps of creating shadow puppet, explaining the steps and also the part of shadow puppet like stage and puppet characters, asking the students to measure the duplex paper, draw a window on it then cut it, asking the student to place the ransparent paper up against the back of the window and glue the edges, showing the original Javanese puppet characters to the student, guiding the students to draw the puppet pictures in the mica paper using the permanent board markers, asking the student to cut the pictures of the puppet characters, giving an example to give the stick/wire on the back side of the picture of the puppet character and glue using the tape, asking the students to tell the story without the puppet, and finally preparing the puppet show with the student, 	<ol style="list-style-type: none"> listening carefully to the story choosing part of Mahabharata story writing the story and consulting it, revising the story, memorizing it, arranging what to do with the materials prepared by the teacher, helping the teacher to find the steps to make the shadow puppet, Listening to the teacher's explanation, measuring it, placing transparent paper up against the back of the window and gluing the edges, paying attention on the pictures and modifying the original pictures, drawing the puppet characters like <i>Dewi Kunti, Arjuna, Sengkuni</i>, and also the palace and some trees, cutting the pictures of the puppet characters, paying attention on the teacher's explanation, then doing the same things to other puppet characters, telling the story without the puppet, helping the teacher and playing the puppet show as the puppeteer,

Creating Pop-Up Pictures

The materials to create Pop-up pictures include used box of aqua or other snacks, white *manila* paper, colorful silver paper, glue, colorful markers, color pencil, pencil, eraser, and pen.

It may take about four hours to create the pop-up pictures, and needs 4 meetings (4x90') to practice performing.

To create the pop-up pictures, first, prepare used boxes and cut them until it forms a board. Second, draw a picture of the story including the people and the setting of place. Third, color the picture and glue in the board and then fold it up. Fourth, crumple the silver paper to cover the rest of the board which is not covered by the picture. Fifth, fold up the place and the characters of the story. The pop-up picture is ready.



Following is the teaching scenario using Pop-up Pictures

Teacher's Activities	Students' Activities
<ol style="list-style-type: none"> telling one of the legends of Tulungagung to the students, asking the students to retell the story in Indonesian and English, checking the students' work, asking the students to memorize the story asking the students to learn about the expression, mimic, and gesture when retelling the story, providing the used boxes and other materials for the students, showing the students some pictures, 	<ol style="list-style-type: none"> listening to the story, telling the story using both Indonesian and English, revising it based on the teacher's suggestion, memorizing their story, learning how to retell the story well, helping the teacher to prepare the materials needed for creating media of storytelling, thinking about what to draw for the

8. asking the students to draw the pictures that consists of the setting and characters of the story, 9. asking the students to color the pictures, gluing it in the used box and folding it up, 10. crumple the silver paper to cover the rest of the used box, 11. asking the students to tell the story without the pop up pictures, 12. asking the students to retell the story using pop up pictures,	pop-up pictures, 8. drawing six sequences of pictures in the pieces of white paper that consists of the characters and setting of the story, 9. following the instruction of the teacher, 10. gluing the crumple silver paper in the rest of the used box, 11. retelling the story without pop up pictures, 12. telling the story using pop-up pictures,
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The Strengths of Puppets and Pop-Up Pictures as a Storytelling Media

Various media are available to support the students in the storytelling competitions such as realia, dolls, puppet, pop-up, etc. Every media offers its strengths and weaknesses. Some medias are too expensive to purchase, some others can not be reused, while some others are complicated and so on. However, shadow puppet and pop-up pictures created by the students themselves have some strengths that can support the students more than other media.

Shadow Puppet Strengths

Shadow puppets offer several strengths for both the story tellers and the audiences or judges. First, shadow puppets deal with Javanese traditional culture, as declared by the UNESCO as Indonesian masterpiece. Second, shadow puppets teach a lot of moral values. Third, shadow puppets are unique and rarely used that is why it is interesting for both the audiences and the judges. Fourth, shadow puppets are cheap and simple. Fifth, puppet shows can use reusable effective media. Sixth, puppet shows teach the linguistic and kinesthetic intelligence at the same time. Seventh, puppet represents the real life for the students to learn the language, get knowledge and take experience. Last, puppet shows develop confidence and courage. Based on those strengths of puppets, student will feel more confident and have more courage.

Pop-Up Pictures Strengths

Pop-up pictures have some strengths to support the students' performance in the storytelling contests. First, pop-up is beautiful and attractive. Second, it is cheap. Third, it is simple to make and to bring in the storytelling contest. Fourth, pop-up provides the chance for the students to have the communication with the audiences, have the eyes contact, show the storyteller's different expressions in each played character and at the same time focus on the language accuracy, fluency, story, and media.

Implementing Puppet Shows and Pop Up Pictures

Empirical data to show how puppet shows and pop-up pictures can successfully be used to motivate and support students to reach success in storytelling competitions were collected from the implementation of this strategy. The activities of the students of Junior High School 2 Ngunut Tulungagung who were assigned to join the storytelling competition last January and February in MAN Kunir Blitar and SMKN 1 Boyolangu Tulungagung were described. One nine grader was assigned by as the puppeteer and one eight grader as the storyteller using pop-up pictures. These two students did not have good English skill yet. However, they developed high motivation to join this competition.

The students were assigned to think about an interesting story which represents their culture. Then, they decided to use the History of Mahabharata and the Legend of Baruklinting. With the help of their English teacher they wrote the story, learned it and developed the appropriate puppet show and pop-up media to support their performance. They only had two weeks to prepare for the competition, to create the media, to memorize the story, to prepare the costume, as well as to practice their performance in front of the crowd. They had to practice their performance using the media without looking at their notes. First, they had to memorize and speak in front of a lot of people. The next thing to do was to train their voice, expression, mimic and gesture. They had to practice shouting, crying, laughing as required in the story. The last practice was learning to use their media.

When the date of the competition came, the students dressed up as a puppeteer and *Kebaya*, Javanese lady clothes. None of the contestants used puppet and pop up. There were three judges in this competition, two from USA and one was from MAN Kunir. The evaluation was based on the use of language; fluency, pronunciation, and intonation and the performance; voice, expression, body language, and property. The result of these two students from SMPN 2 Ngunut got the 4th rank and the 15th rank.

No.	Name	School	Score	Rank
1.	Afifah Khoirunnisa	MTsN Kunir	746.00	1
2.	M. Nailul Asma	MTsN Kunir	737.33	2
3.	Dwi Ayu Lestari	SMPN 2 Ngunut	728.00	3
4.	Sadrakh Setyo Bekti	SMPN 2 Ngunut	716.00	4
5.	Aldila Oktaviana Putri R.	MTsN Kanigoro	714.00	5
6.	Citra Trilaksana	MTsN Aryojeding	709.00	6
7.	Cindy Ekhsa	MTsN Kanigoro Kras	708.67	7
8.	Silvia Fitriana	MTsN Ngantru	705.67	8
9.	Madelyn	MTsN Kanigoro Kras	701.33	9
10.	Izam Rafi Kanafi	MTsN Sumberjo	698.00	10
11.	Nikmatus Sholihah	MTsN Sumberjo	693.00	11
12.	Bela Ayu Safitri	MTsN Sumberjo	691.67	12
13.	Sinta Luluk F	MTsN Aryojeding	688.67	13
14.	Yuda Wiranata	MTsN Kanigoro Kras	685.67	14
15.	Tavia Yuga Ayutia	SMPN 2 Ngunut	682.33	15
16.	Nurika Fahmi Rodiyah	MTsN Ngantru	665.67	16
17.	Siti Masruroh	MTsN Kanigoro Kras	664.00	17
18.	Binti Nuril Vahidha	MtsN Aswaja Tunggangri	661.67	18
19.	Dwi Era Mileni	MTs Aswaja Tunggangri	637.00	19

Table 1 The Result of English Story Telling Contest in MAN KUNIR Blitar 2014

The second competition that the students joined was the English skill competition run by SMKN 1 Tulungagung. This competition was different from the first competition since this competition consisted of written test and spoken one. With a month time, the teacher asked the students to be better prepared. The teacher trained their speaking and gave more exercise in grammar. However, this competition was harder than the previous one. One of the two students got eliminated from the first round. They also prepared better costume. No other participants used better media and better costume. The evaluation of the storytelling competition was based on the use of language and expression. This student of SMPN 2 Ngunut again got the fourth.

Discussion

Telling a story using puppets enables students to improve their English as well as their character. Students who learn about Mahabharata epic will be able to understand other people since a puppet story gives great moral values. Besides, puppet is shown to be an effective way for creating an atmosphere of good communication between the storyteller and the audience. Since it is a masterpiece of Indonesia, storytelling using puppet enables the students to contribute in keeping one of the Indonesian culture. As stated by Sarma and Devi (2013) puppet has six social impacts to promote and preserve traditional culture, to entertain, to provide education, to introduce children to puppet theatre, to give social awareness of the message and communication. Puppet can be used as the bridge for the puppeteer and the audiences, no matter whether the audiences are people who understand English or not.

For the pop-up pictures, as the second media, some people considered that pop-up is expensive. This is a rare media produced by book publishers because of the difficulty and the high cost. If the students can make the media using the cheap materials, they can increase creativity and save their money. Besides, the students also can get some encouragement to join the competition. A research conducted by Mahadzir and Phung (2013) about the use of augmented reality of pop-up book showed that the pop up could offer attention, relevance, confidence and satisfaction to the students after learning using this pop-up book. Using pop-up as the storytelling media to motivate the students to join storytelling competition is a good example of supporting the students to improve their creativity and create a high quality media to learn.

Conclusion and Suggestions

Puppet and pop-up pictures are the media that can build the students' motivation in joining English competitions. Shadow puppets can build the students' confidence, courage, creativity, linguistic and kinesthetic intelligence because it is unique, rarely used, interesting, and building awareness of Indonesian culture and a reusable media.. While pop-up pictures are beautiful, interesting, cheap, simple and can be used as an effective media for the communication between the storyteller and the listeners or audiences. To reduce the costs, students should try to develop their own media, so that they can save their money and most importantly, they feel fully engaged to support their performance in the competition.

Research related to the use of puppet and pop-up as one of the many media to teach English including to support the performance in order to show the students' English ability such as storytelling competition is suggested. These two media are not only suitable to young learners but also to the higher level students. Besides, future researchers might be able to create these media into a research and development product or use these media to improve their teaching or to solve the problems faced in the classroom. This research paper is expected to be used by the future researcher as a reference to conduct deeper researches related to these two media and motivate the students to join competition and get more achievement for their English ability.

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IMPROVING STUDENTS' TOEFL SCORES USING *TOEFL iBT PRACTICE* ANDROID APPLICATION

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Abstract: The requirement for all Maulana Malik Ibrahim State Islamic University students to achieve at least 450 TOEFL score is really hard since they are non-English department students and lack of vocabulary. Students get difficult to understand the meaning of sentences and vocabulary in the TOEFL test. Moreover, students tend to hang their hope to get high TOEFL score only to the teacher who teaches them TOEFL only in 13 meetings in their fourth semester through Intensive English program held by English Center UIN Malang. Hence, it is really important to help them to improve their TOEFL scores by enriching their vocabulary mastery using TOEFL iBT practice android application in which this application is free to be downloaded, practice to be operated in hand phone, and contains thousands words frequently used in TOEFL. Furthermore, this application helps students to be more autonomous to learn various fields of vocabulary in TOEFL.

Keywords: *TOEFL, Vocabulary, Android Application*

Introduction

English is nowadays an international language that is used commonly in daily communication among people in the world. It means that EFL learners are expected to master English skills consisting productive skills (speaking and writing) and receptive skills (speaking and listening). That is why it is important to have the standard test to measure students' English proficiency. One of them is TOEFL and it becomes a compulsory subject taught in the 4th semester students in Maulana Malik Ibrahim State Islamic University, Malang. It is because UIN Malang has proclaimed itself as World Class University which wants to make students to speak both Arabic and English. Instead of being standard test to measure students' achievements in the beginning and the end of the intensive class, TOEFL score is really important for all students to apply job or any others which need TOEFL as requirement. On the other hand, all UIN Malang students need to achieve at least 450 TOEFL score as the requirement to do comprehensive test. Hence, the need to achieve high TOEFL score is urgent.

As the urgency of achieving high TOEFL score, not all students who enter TOEFL class in the 4th semester showed high TOEFL score as the researcher got the pretest score. Then, researcher interviewed 74 students in his class to know students' problems to do the TOEFL test. The result showed that 65% students mentioned the lack of vocabulary as the dominant factor, 25% students believed grammar as the next factor, and 10% students thought that listening part speed as the last factor. It is very reasonable since the vocabulary used in TOEFL test is very specific to the area and field of the topic such as biology and geography terms while the students who join the TOEFL class are non-English Department students. Therefore, researcher assumes that the students of TOEFL classes must master the English vocabulary frequently used in the TOEFL test through familiarization. Yet, it is impossible to teach, give essential vocabulary list, check the vocabulary which have been learned, and correct them during the teaching and learning process of intensive classes because the duration of each meeting is very limited.

The TOEFL class in the Intensive program is limited only in 16 meetings reduced by 3 meetings for pretest, mid-test and final test. Furthermore, the need to assess students' English speaking proficiency during the TOEFL class made lecturer reduced the TOEFL class duration for some minutes to teach students speaking skill. That is why, the researcher as one of the intensive program lecturer believed that it is important to not only relying on the TOEFL class time to improve students' TOEFL scores. As the result of the students' interview on their problem to do TOEFL test, the researcher need to improve students' vocabulary mastery first.

To get the students familiar with the vocabulary in TOEFL is by getting them to learn outside the classroom. In doing the learning process, they need tools which can be carried by them anytime, anywhere and very close to them. Smartphone is a gadget which is inseparable from humans' need and becomes necessity in their daily life. This tool can give people what they need in instant time since there are many applications in supporting their activities, including studying TOEFL. TOEFL iBT Preparation is one of the useful applications which is downloadable for Smartphone.

TOEFL iBT Preparation is an application which provides bunch of English vocabulary which are frequently used in TOEFL tests and presents them in both three skills of TOEFL test; listening, structure and reading. This application is very suitable for intensive class students because it can improve their autonomous learning because they can study TOEFL outside the classroom anytime. According to Taylor (2000) that

autonomous learning is also called as student-centered learning that relates to change in focus in the classroom from the teacher to the students (from the teaching to learning).

In conclusion, by considering the possibility of suitability and effectiveness of the TOEFL iBT Preparation software, the researcher conducted a Action Research using the software as extensive exposure to solve the problems of the 4th semester students of Maulana Malik Ibrahim State Islamic University, Malang in Intensive English program in achieving better TOEFL score.

Theoretical Basis

TOEFL Test

According to the syllabus of the Intensive class in IV (fourth) semester in Maulana Malik Ibrahim State Islamic University, Malang, lecturer must help students to practice TOEFL test which consist of listening, structure, and reading test. Then, lecturer must help students to achieve at least 450 score as the limit to pass the intensive English program. The TOEFL tests which are given to the students for teaching and learning process are Baron TOEFL preparation. While the pretest, mid-test, and final test materials are taken from the materials from IIEF Jakarta as UIN Malang has an agreement (MOU).

Autonomous Learning

Little in Benson (2001), the definition on learner autonomy is “a capacity – for detachment, critical reflection, decision making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfer what has been learned to wider contexts.” In this research, by employing the TOEFL iBT Preparation, the learners will be more autonomy to practice the vocabulary anytime, anywhere, with their hand phone. Also, students can check their answer directly which makes them aware of self-assessment. Rice & Nash (2010) states that any testing multimedia (including TOEFL iBT Preparation) makes a good self-assessment tool for students. In the end, this application is able to improve students’ TOEFL score as the impact of students’ improvement on vocabulary mastery since in the application they have to be competitive with the time and correct.

Android Application

Android is a mobile operating system (OS), based on the Linux Kernel, that is currently developed by Google. With a user interface based on direct manipulation, android is designed primarily for touch screen mobile devices such as smart phones and tablets computers, with specialized user interfaces for televisions (Android TV), cars (Android Auto), and wrist watches (Android Wear). The OS uses touch inputs that loosely correspond to real-world actions, like swiping, tapping, pinching, and reverse pinching to manipulate on-screen objects, and a virtual keyboard.

TOEFL iBT Preparation Android Application

TOEFL iBT Preparation is android software which can be easily downloaded in Google Play store. This application can be called as TOEFL vocabulary quizzes since the user must compete with time and duration. The vocabularies are provided into some categories: 1000 words (the frequent words appeared in TOEFL), astronomy, environment, geology, history and art, and social science. In each category, there are four types of practices:

- a. Essential Words (Vocabularies which are presented with English meaning and sound of listening). Here, the students can access the vocabulary in listening format to get them used in hearing the pronunciation then directly read the meaning which also present in English language. It is very good to train listening mastery before they take listening section of TOEFL. This feature is called Essential Words. In this feature, the students are also trained reading because the meaning is presented in English.
- b. Multiple Choice Test (Vocabularies are presented in the context and the synonym in choices). This feature gets the students to choose the synonyms or words with closest meaning in text which the words have been typed in different color and match them with the multiple choices under the text. This feature can teaches the students more vocabulary in the text, guess the meaning through reading the text and improve their reading competence by understanding context.
- c. Group Choice (Vocabularies are provided in multiple choice and one is out of group). This feature lets the students choose one word among other three words which does not belong to the same area.
- d. Word Choice test (A vocabulary is presented and provided four choices with one among four is the synonym). This test requires students to choose the closest meaning of a word with the multiple choices provided.

Method

The study was conducted in Maulana Malik Ibrahim State Islamic University, Malang which is located on Jl. Gajayana 50 Malang. The subjects were the 4th semester students of class A, B, C, & D, of Architecture Program of Science and Technology Department and class A of Ahwal Syaksiah Program of Syariah Department in academic year 2013/2014; there were 74 students in five classes.

The research design used in this research was Action Research of Extensive vocabulary practice TOEFL since the researcher implemented it to solve the teaching TOEFL problems of the research subjects in achieving better TOEFL score. In this research, the researcher applied collaborative Action Research which focused only on a particular classroom. Collaboration was done with another Intensive English lecturer who was also teaching TOEFL too. The researcher herself acted as the practitioner who conducted the teaching and learning activities by using TOEFL iBT Preparation, whereas the collaborator performed as the observer during the implementation of the action.

The Action Research consists of cycle (s) in which each cycle consists of four stages namely planning, implementation, observation, and reflection (Latief, 2010: 86-88). However, to know what should be planned in the stage of planning, the researcher did a preliminary study to identify the students' problem. The preliminary study was in the form of test and interviews. In this study, the Criteria of Success emphasized on the students' TOEFL achievement score, and the students' responses (opinion) towards the implementation of TOEFL iBT Preparation in 4th semester intensive English class.

In implementation, students were asked to use TOEFL iBT Preparation software through hand phone at least a category in a day and they had to report it in the short descriptive form what they have learnt just like a diary. Also, they had to write vocabularies they had practiced in software (at least 10 vocabularies a day).

In the process of observation, in the first cycle, lecturer or researcher observed the students descriptive writing submission as the progress of learning. The last step, which was reflection, the lecturer evaluated the success of the software whether students had achieved the criteria of success or not.

Discussion

The Students' Score in Preliminary Study

The result of preliminary study explained that only few students in classes achieve above 400 TOEFL score as describe in the following chart.

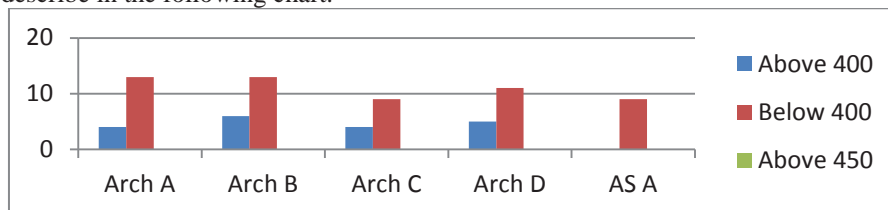


Chart II Students' Preliminary test / Pre-test TOEFL Scores

The chart explained that students' problem were about meeting the university requirement. Their score is far from 450 score and none of student achieved 450 or more score in pre-test or preliminary study test.

The Students' Involvement in Extensive TOEFL Vocabulary Practice

Based on the submission of the students' short descriptive report and the collected vocabularies sheet, it were found that: First, students were not discipline enough to practice to do the tests in TOEFL iBT Preparation software since their short descriptive reports were not completes according to dates and so were the vocabulary list. Second, the students short descriptive, some of them stated that they enjoyed practiced vocabulary through this software rather than memorizing them one by one. Third, students used this software in various times (before sleeping, in free time, break time, etc.) and various places (on bed, in classroom, in friends' house, etc.)

As the reflection, the students were tested again as the result would be considered as part of mid-test scores. The result of the TOEFL in mid-test is as follows:



Chart II Students' Mid-test TOEFL Scores

Based on the data in chart II above, the students' TOEFL scores in cycle I were improved. The students who got above 400 scores were more than the students that achieved below 400 scores. It meant that though students were not discipline enough to practice their vocabulary using the software, the software successfully improved students TOEFL scores.

The mid-test TOEFL scores then were used by researcher as the preliminary test for Cycle II and the researcher asked students to do extensive TOEFL practice again using TOEFL iBT Preparation outside intensive English program class time as in Cycle I. During the implementation of the use of software, the students showed more positive attitudes: First, they submit more complete short description of their TOEFL vocabulary practice and list of vocabulary they had learnt. Second, in the intensive English program class, they became more active. Based on the collaborator observation, students' vocabulary improvements helped them to understand the TOEFL test practice in class. Third, the students' participation in class is more equal or not being dominated by some students. Then, as the Cycle II reflection, the students were administered another TOEFL test as final-test and the result as presented below:

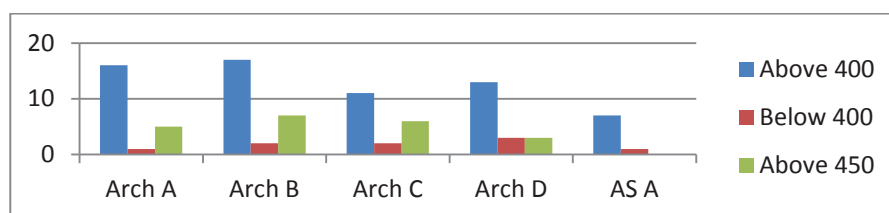


Chart III Students' Final-test TOEFL Scores

Chart III explained clearly the statistical calculation of students TOEFL achievements. The students who achieved more than 400 TOEFL scores increased. Also, students that achieved more than 450 TOEFL scores were more than in mid-test. Moreover, one student achieved 500 TOEFL score.

The Result of the Questionnaire

The short conclusions from the result of students' questionnaires as in Appendix 2 are: First, only eight students were not helped with since the software did not motivate them to learn vocabulary and did not help them to practice listening to vocabulary. Also, they were not helped to understand meaning from context. But, most of students mentioned them in the opposite sides. Second, TOEFL iBT Preparation can be alternative for lecturer to help students to improve their vocabulary mastery in which is reflected by the improvement of TOEFL scores. Third, the questionnaires support the success of TOEFL iBT Preparation software based on the students' TOEFL improvement scores.

Conclusion

Based on the attempt to solve students' problem to improve TOEFL Score, the conclusions are as follows:

- a. TOEFL iBT Preparation software successfully helped the 4th semester students of class A, B, C, & D, of Architecture Program of Science and Technology Department and class A of Ahwal Syaksiah Program of Syariah Department in academic year 2013/2014 to achieve higher TOEFL scores though not all students pass the minimum score (450) as criteria of success. But, some departments in UIN needed only 400 TOEFL score to take comprehensive tests.
- b. This software trained students to be more disciplined, more active in class, and do self-assessment.

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Biodata

Afif Ikhwanul Muslimin is Graduate Program student in ELT in State University of Malang. He has been teaching at Maulana Malik Ibrahim Malang since 2012 and University of Muhammadiyah Malang as ESP lecturer since 2009. In the same year, he has been a research assistant and English lecturer in Mechanical Engineering in developing teaching material for EAP for Engineering Department in Brawijaya University.

Appendices

Appendix 1 Questionnaire for students

No	Items	Yes	No
1	Does TOEFL iBT Preparation provide you essential vocabulary for TOEFL?		
2	Are you motivated to practice TOEFL vocabulary using this application?		
3	Does TOEFL iBT Preparation enrich your vocabulary mastery?		
4	Does essential words test in TOEFL iBT Preparation help you to be familiar with vocabulary sound?		
5	Does multiple choice test in TOEFL iBT Preparation help you to be familiar with understanding vocabulary through context?		
6	Does TOEFL iBT Preparation help you to do TOEFL easier?		

Appendix 2 The Result of Students' Questionnaires

Std	Q1	Q2	Q3	Q4	Q5	Q6	Total		Std	Q1	Q2	Q3	Q4	Q5	Q6	Total	
							Y	N								Y	N
1	Y	Y	Y	Y	Y	Y	6	0	41	Y	Y	Y	Y	Y	Y	6	0
2	Y	Y	Y	Y	Y	Y	6	0	42	Y	Y	Y	Y	Y	Y	6	0
3	Y	Y	Y	Y	Y	Y	6	0	43	Y	Y	Y	Y	Y	Y	6	0
4	Y	Y	Y	Y	N	Y	5	1	44	Y	Y	Y	Y	Y	Y	6	0
5	Y	Y	Y	Y	Y	Y	6	0	45	Y	Y	Y	Y	N	Y	5	1
6	Y	Y	N	Y	Y	Y	5	1	46	Y	Y	Y	Y	Y	N	5	1
7	Y	Y	Y	Y	N	Y	5	1	47	Y	Y	Y	Y	Y	Y	6	0
8	Y	Y	Y	Y	Y	Y	6	0	48	Y	Y	Y	Y	Y	Y	6	0
9	Y	Y	Y	Y	Y	N	5	1	49	Y	Y	Y	N	Y	Y	5	1
10	Y	Y	Y	Y	Y	Y	6	0	50	Y	Y	Y	N	Y	Y	5	1
11	Y	Y	Y	Y	Y	Y	6	0	51	Y	N	Y	Y	N	N	3	3
12	Y	Y	Y	Y	Y	N	5	1	52	Y	N	Y	Y	N	N	3	3
13	Y	N	Y	N	Y	N	3	3	53	Y	Y	Y	Y	N	Y	5	1
14	Y	Y	Y	N	Y	Y	5	1	54	Y	N	Y	N	N	Y	3	3
15	Y	Y	Y	Y	N	Y	5	1	55	Y	Y	Y	Y	Y	Y	6	0
16	Y	Y	Y	Y	Y	Y	6	0	56	Y	Y	Y	Y	Y	Y	6	0
17	Y	Y	Y	Y	Y	Y	6	0	57	Y	Y	Y	Y	N	Y	5	1
18	Y	Y	Y	Y	Y	Y	6	0	58	Y	Y	Y	Y	Y	Y	6	0
19	Y	Y	Y	Y	Y	Y	6	0	59	Y	Y	Y	Y	Y	Y	6	0
20	Y	Y	Y	Y	Y	N	5	1	60	Y	Y	Y	Y	Y	N	5	1
21	Y	Y	Y	Y	Y	Y	6	0	61	Y	Y	Y	Y	N	Y	5	1
22	Y	N	Y	N	Y	N	3	3	62	Y	N	Y	Y	N	N	3	3
23	Y	Y	Y	Y	Y	Y	6	0	63	Y	Y	Y	Y	N	Y	5	1
24	Y	Y	Y	N	Y	Y	5	1	64	Y	Y	Y	Y	Y	Y	6	0
25	Y	Y	Y	Y	Y	Y	6	0	65	Y	Y	Y	Y	Y	Y	6	0
26	Y	Y	Y	Y	Y	N	5	1	66	Y	Y	Y	Y	Y	Y	6	0
27	Y	N	Y	N	N	Y	3	3	67	Y	Y	Y	Y	Y	Y	6	0
28	Y	Y	Y	Y	N	Y	5	1	68	Y	Y	Y	Y	N	Y	5	1
29	Y	Y	Y	Y	Y	Y	6	0	69	Y	Y	Y	N	Y	Y	5	1
30	Y	Y	Y	N	Y	Y	5	1	70	Y	Y	Y	Y	N	Y	5	1
31	Y	Y	Y	N	Y	Y	5	1	71	Y	Y	Y	Y	Y	Y	6	0
32	Y	Y	Y	Y	N	Y	5	1	72	Y	N	Y	N	N	Y	3	3
33	Y	Y	Y	Y	N	Y	5	1	73	Y	Y	Y	Y	Y	Y	6	0
34	Y	Y	Y	Y	Y	N	5	1	74	Y	Y	Y	Y	Y	Y	6	0
35	Y	Y	Y	Y	Y	Y	6	0									
36	Y	Y	Y	Y	Y	Y	6	0									
37	Y	Y	Y	N	Y	Y	5	1									
38	Y	Y	Y	Y	Y	Y	6	0									
39	Y	Y	Y	Y	Y	Y	6	0									
40	Y	Y	Y	Y	Y	Y	6	0									
Total															391	53	

USING FILMS AS MEDIA TO TEACH LITERATURE

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Abstract: The objectives of the study are to find out: 1) whether or not there is a significant difference on students' achievement between those who are taught by using films and those who are assigned to read the novels and short story. 2) students' opinions on the implementation of using movie as a media to teach literature. This is a pre-experimental design, a non equivalent group posttest-only design, where eighty students were divided equally into two groups, control and experimental groups and both groups were not given pretest. The research was done in seven meeting including the posttest from 10 March to 28 April 2014. The result of this research showed that there was a significant difference on students' achievement between the two groups since the t-obtained on the independent sample t-test was 6.734 with significance of 0.000. The students also showed a positive response on the implementation of this media to teach literature.

Keywords: *Films, Literature*

Introduction

Literature is a term used to describe written or spoken material. Based on Kakonis and Evans (1971: 139), "Literature is an art form, like painting, sculpture, music, drama, and the dance. Literature is distinguished from other arts form by the medium in which it works; language". And other opinions literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word. The definitions, therefore, usually include additional adjectives such as "aesthetic" or "artistic" to distinguish literary works from texts of everyday use such as telephone books, newspapers, legal documents, and scholarly writings (Klarer, 2005). Literature is also perceived as a difficult subject to score in, compared to the other humanities, and many students base their decision to take the subject on whether they think they can do well in it (Choo, 2006).

Why should we study literature? According to Hake (2001), there are at least two reasons why we study literature. First, literature is fun and delightful. One of the basic purposes of literature has always been to entertain, and anything that is genuinely entertaining has value. The other answer is that literature teaches us many things. It not only delights, it instructs. It can wake up our senses, enrich our feelings, and deepen our thoughts by showing us the basic building blocks, ultimate context and shape in time of human experience.

Teaching literature is a subject, and a difficult one. Doing it well requires scholarly and critical sophistication, but it also requires a clear idea of what literature is, of what is entailed in reading and characterizing. It requires, in fact, some very self-conscious theorizing (Chambers and Gregory, 2006). Teaching literature should give priority to the appreciative activity than the knowledge of literature itself because the main purpose of teaching and learning literature is appreciate the value that contains in literature (Rusyana, 1982).

Literature was born by the human urge to express himself on the subject of human beings, humanity, and the universe (Semi, 1993 cited in Wahyudi, 2013)). Literature is the expression of life issues, philosophy, and psychology. Poets can be said to be a psychologist and a philosophy that expresses life's problems, psychology, and philosophy, not by express through literature writing techniques. Differences of letters with others lies in the literary sensibility that can penetrate human ultimate truth cannot be known to others. Beside literature is a work of art that has the intellect, imagination, and emotions, it is also a creative work that is used as an intellectual and emotional consumption. Literatures that have been born by writers are expected to provide intellectual and aesthetic satisfaction for the reader (Spring, 1993 cited in Wahyudi, 2013).

Referring to the literature on the above understanding, naturally, the purpose of literature is also learning to inculcate human values to students. Literature can affect the power of emotion, imagination, creativity, and intellectual property so that students are developed optimally. In the study of literature, many experts complain weaknesses of literary learning in school, such as learning materials that are only emphasize memorizing literary terms, literary definition, literary history than intimacy with literature itself. There are also less likely for teacher to master literature and its learning so they are not able to teach them. Every competence related to literature should be developed from the student, this competence through offhand and not taught. Evaluation tool for the study of literature is also less challenging and less comprehensive. Learning literature so far still feels difficult and intimidating for students. It's time for learning literature as a comfortable, challenging,

and fun learning. Learning conditions that are less familiarizing students to literature make students become novels myopic, short stories myopic, shortsighted drama and poetry myopic (Wahyudi, 2013).

In teaching English Literature in non-native contexts, the teachers and learners face certain difficulties and problems due to cultural, racial and linguistic differences (Wahyudi, 2013). British or English cultural references are not known or familiar to the learners and hence many times they do not understand the matter as is viewed by the author. This cultural aspect includes all such factors like geography, topography, climate, history, religion, social and personal relationships, habits of thoughts, social values, moral codes, arts, sports and entertainments and so on.

Next is racial difference or difference of attitudes and of certain assumptions (Wahyudi, 2013). Racial prejudices about the writer or about his country may become an obstacle in having proper understanding and learning of English Literature or literature of any non-native language. Then the literature produced in long past with past references and ideas may create misunderstanding in the minds of learners as to the relevance of such materials. Such works are seen to be outdated topics to learn. In addition, if the learner is not familiar with the history or social upheavals of that country (England), with such references he may feel it all strange and even out of his range of understanding. Therefore, the teacher's aim should be to direct students' efforts and help them to see literature, themselves, and their environment in perspective (Lewis and Sisk, 1963).

One way to engage students in the study of literature is through the use of media texts. These include films, photographs, and even abstract art pieces. The media can be used as a bridge to acquiring skills in literary analysis (Choo, 2006). While some educators may insist that the literature classroom should remain "untainted" in its teaching of classical works, we will probably find that our students will inherently show more interest in media texts than in literary texts. After all, students today are exposed to more texts in the form of images than any other generation. Teachers can take advantage of this by using the media to engage students and help them better appreciate literature.

In accepting new types of texts, English teachers are likely to turn to film (Muller, 2006). Often, films are presented to students in ways that treat film as literature. Teachers encourage students to look for elements such as plot, symbolism, and setting—elements they would analyze

in reading a printed text. At other times, students are asked to find differences between the printed text and the movie version. While useful, these methods of film as literature ignore film as a unique moving medium able to present texts in ways literature cannot. By critically thinking about film as

film, students will learn to scrutinize a new generation of text—read daily outside the classroom—with its own language and convention (Muller, 2006).

Teaching film as literature does have its advantages. Teasley and Wilder (1997) assert that few students, if any, have had formal training in film analysis, whereas students usually come to the English classroom with different levels of reading skills. Using film as a text in the English classroom helps to level the playing field as most students are equally inexperienced in film analysis. Vetrie (2004) notes that students with low motivation are more willing to think, talk, and write about film than about books, regardless of which skills in Bloom's taxonomy are being employed. Film can also be utilised as a tool to help students understand how literary devices are used in prose (Choo, 2006). The media are also effective as a platform for the application of literary skills. Literature has long been associated with passive appreciation, as students are tasked to produce critical essays on works of literature, rather than active production of literature. Teachers can use media to add a practical component to the curriculum. For example, students can apply their knowledge of metaphors and symbols by constructing an advertisement. They can also apply plot sequencing and narrative techniques in the production of a short film. Choo (2006) mentions that by including the production of media in the syllabus, teachers can connect the knowledge learnt in the Literature classroom to the media-saturated world of their students. While using film as literature does put struggling readers at less of a disadvantage and incorporates elements of English language and literature, it falls short in a number of ways. First, because films used as literature are taught in nearly the same way a teacher would teach literature, students struggling with literature might also struggle with film. Using film as literature still favors students with a strong grasp of narrative analysis skills, for it focuses mostly on the elements that film shares with literature, not on the unique ways a film expresses its narrative (Muller, 2006). Second, the film-as-literature approach ignores the fact that a director has created a film text to shape the viewer's reactions. Many teachers focus on reader reaction, gauging students' reactions to a text as related to their life experiences. While this approach is useful, Pirie (1997) argues that teachers must not only consider how viewer/reader response shapes the text but also how the text is created to shape our reactions. Finally, while film as literature can benefit struggling populations, it falls short of challenging all levels of students. Students already skilled in literary analysis would gain little benefit from a film-as-literature approach beyond that already provided by studying printed texts.

Seeing the facts mentioned above, it is interesting to find out whether or not there is significant difference between the students who are taught using films and those who are assigned to read the novels and

short story and to know the students' opinion on the implementation of film as media to teach literature at Tarbiyah Faculty IAIN Raden Fatah Palembang.

Methodology

In this study, the writer used a pre-experimental method by applying a non-equivalent group posttest-only design. This study required two parallel classes, experimental and control groups.

The experiment was done in 7 meetings. One meeting was for posttest and six meetings for treatment. It took 2x50 minutes per meeting. The population was all English Department students of Tarbiyah Faculty of IAIN Raden Fatah Palembang who took Introduction to Literature subject. There were one hundred and twenty students as the population and eighty students were used as the samples of the study. They were divided equally into experimental and control groups. Both groups were given the same materials. The difference was only on the media used. The experimental students were given three films to watch and the control students were given two novels and one short story to read. They were given the same title. The titles of the novel, short story and the novel were: Jane Eyre written by Bronte (1847) and the newest film version which was released in 2011, To Kill a Mockingbird written by Lee (1960) and the only film version released in 1962, and The Curious Case of Benjamin Button written by Fitzgerald (1922) and the film version released in 2008. The experimental group was given two weeks to watch the films, summarize, review, and make group presentation on the films they watched. The control group was also given two weeks to read the chapters they were assigned to, summarize, review, and make group presentation on the novel/short story they read. And on the seventh meeting both groups were given a posttest. The posttest was made similar for both groups, so the score they got could be reliable.

To find out the students' opinion on the implementation of using films as media to teach literature, an open-question questionnaire was given before the posttest. The questionnaire consisted of four questions.

Discussions

From the beginning of the treatment, it was assumed that films as media did make a difference in students' achievement (see Table 1). Before conducting independent samples t-test, the normality score of posttest was administered. Based on the Kolmogorov-Smirnov normality test, it was found out that the whole scores for both experimental and control groups in post tests had log normal distribution (for experimental group= 0.96 and for control group= 0.36). Moreover, from the mean score obtained by each group, it was found out that the experimental group achieved better score than control group. The skewness and kurtosis of the experimental group were 0.62 and -0.51 and for the control group the skewness and kurtosis results were 0.70 and 0.28.

Table 1
Statistical Descriptive Summary of Posttest
Scores in the Experimental and Control Group

Group	Posttest			
	Highest	Lowest	Mean	SD
EG	100	33	59.85	18.9
CG	62	29	43.30	7.35

Meanwhile, from the result of independent samples t-test, it could be confirmed that films as media in teaching literature showed significant difference from both groups, as t_{count} was 6.734 which was higher than the t_{table} (df=78) 1.99. And the significance $0.000 < 0.05$ also strengthens the independent samples t-test result.

After conducting the t-test, the questionnaire result will be discussed. For question number one, thirty nine students or 97.5% stated that they enjoyed watching the film than reading the novel or short story. Only one student or 2.5% stated that he/she enjoyed reading the novel or short story than watching the movie. The reasons were also varied. Some of them stated that they could understand the plot better and some answered they could easily find the theme of the story.

The second question was answered more vary. As the question was what other aspect of language that the students could gain after watching the films. Eight students or 20% mentioned that they could learn how to pronounce the words better than before, five students or 12.5% answered that they got more vocabulary after watching the films, four students or 10% of the students stated that they could understand the culture after watching the films. 21 students or 52.5% asserted that they got listening skill, and 2 students or 5% mentioned that got reading skill after watching the films as the films shown used English subtitle.

Question number three asked the students how they wanted the films presented on the lecture. No students answered that they wanted to watch the whole films in the class. 10% or four students stated that they wanted to watch half of the films in the class. And most students (thirty six) or 90% answered that they wanted to watch the films at home.

For the fourth question, all students or 100% agreed that films are good media to teach literature.

From the questionnaire result, it could be stated that the students showed a positive response on the implementation of films as media to teach literature.

From the result of the questionnaire, it seems that students were benefited by the usage of films as media to teach literature. First, they felt that they could understand the plot and the theme better compared to when they read the book. It is because the novel version was usually more than one hundred pages which took a longer time to spend to read than watching the film which usually only lasted for maximum three hours. The statement above is supported by Choo (2006) who states that film can be utilised as a tool to help students understand how literary devices are used in prose. Second, students stated that they could understand the culture of the people when they were presented on the film better than on the novel/short story. It is because the film showed the interaction between people which could not be obtained on the novel/short story. Students sometimes felt difficult to visualize the novel/short story. The statement is supported by Wahyudi (2013) who states that British or English cultural references are not known or familiar to the learners and hence many times they do not understand the matter as is viewed by the author. This cultural aspect includes all such factors like geography, topography, climate, history, religion, social and personal relationships, habits of thoughts, social values, moral codes, arts, sports and entertainments and so on. In conclusion, films can be used as effective media to teach literature.

Conclusions

After the independent samples t-test was analysed, it showed that there was a significant difference on students' achievement between the two groups since the t-obtained on the independent sample t-test was 6.734 with significance of 0.000. The students also showed a positive response on the implementation of this media to teach literature. Overall, films can be an effective media to teach literature.

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IMPROVING VOCABULARY ACHIEVEMENT OF THE XI GRADERS OF SMKN 1 PAKONG-PAMEKASAN THROUGH INTERACTIVE CROSSWORD PUZZLE

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Abstract: The difficulties experienced by students in communication, comprehending texts, and classroom instructions emerged as a consequence of their low vocabulary mastery. In this research, a significant different from the two mean scores gained from vocabulary tests and the recorded communicative activities among students during the class are empirical evidence proving the benefit of implementing interactive crossword puzzle as a vocabulary teaching instruction. Considering the notable values of this strategy, it is productive for English teachers to take into consideration this as an alternative to improve their students' vocabulary achievement as well as their active involvement during the lesson.

Keywords: *interactive crossword puzzle, vocabulary achievement, active involvement*

As stated by Thornbury (2002:1), all languages have words. Language emerges first as words, both historically and in terms of the way each of us learned our first and any subsequent languages. This obviously shows that there will be no language without words, without vocabulary, Hatch and Brown (1995:1). Later, Wilkins in Thornbury (2002:13) argues, without grammar very little can be conveyed ... but without vocabulary nothing can be conveyed. Meantime, McCarthy (1990:viii) states that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

Learning a language cannot be separated from learning vocabulary because the language itself is made up of words, the vocabulary. Nation (2001:9) emphasizes that second language learners need to know very large numbers of words. So, if a person wants to effectively use a language, they should really master its vocabulary. Napa (1991:6) says that vocabulary is one of the language components and that no language exists without words.

Meanwhile, based on classroom observations, the students get difficulties when they communicate in English. They sometimes know the grammar, but they do not master the vocabulary well. Consequently, they cannot communicate using English with the teacher as well as with their classmates; they cannot give opinions and ideas during the lesson, understand the classroom instructions, do worksheets, or even answer questions verbally.

In addition, it was revealed that the students tend to be passive in class by expecting translation of every instruction given in the classroom. This condition forces the teacher to give classroom instructions by using *bahasa* Indonesia. Further, another problem comes from the students' low interest in the subject. They say that English is boring and the teaching technique is no longer interesting for them. As one of consequences, all the students scored below the *KKM* in preliminary test, their mean score was about 24; even 5 of them scored 0. Therefore, at this critical point, teachers should agree with Wilkins (1983:14) who rightly states that students' learning depends on the effectiveness of the teacher's techniques. So, teachers should find out an effective technique to improve their students' achievement.

Concerning issue on students' low interest in learning vocabulary, to some extent, we should agree with Tarigan and Tarigan (1986:39) who state that EFL teachers must avoid monotonous teaching technique which makes the students lose interest and motivation. Regarding this, Williams (2007:64) states that the use of educational games such as crossword puzzles are the attempts to make learning more fun and motivational regardless of the level of educational experience. This statement supports Latorre and Baeza (1975:45) who point out that puzzles can be used as a means to relieve the strain of students because of a lot of work demanding concentrated attention.

Moreover, European Language Institute, through *English with Crosswords*, writes that language teachers all over the world agree that visual material can significantly aid the comprehension of new vocabulary. Pictures provide context and unambiguous meaning, thereby allowing students to learn and remember words more easily. However, considering the revolution in education and IT (*Information and Technology*)

development, the teaching strategies in the future must also meet these two prerequisites: visual and computer based. Thus, interactive crossword puzzle can be a good solution to overcome this situation.

Methods

This is Collaborative Classroom Action Research (CAR), with the application of interactive crossword puzzle to improve the English vocabulary mastery of the XI graders of SMKN 1 Pakong- Pamekasan. The subjects are 23 students of XI-TKJ-A class in the second semester of 2013/2014 AY that consists of 17 males and 6 females. The interactive crossword puzzle used in this research is designed by *Crossword Forge*, a crossword puzzle maker software. Meanwhile, the topic adopted as the teaching material is 'Professions', including the kinds of professions and the jobs or duties of certain professions. *Nouns* and *Verbs* related to the teaching materials are the parts of speech of which will be developed later in the process of making media (see Appendices 5a and 5b).

Further, this study applies Kemmis and McTaggart action research model (1988:11). Based on this research model, another cycle will be carried out when the previous cycle fails. As pointed out by Latief (2013:143), a classroom action research is done in several cycles, each of which is repeated in the following cycle if the result is not satisfactory, yet with a revised lesson plan. Hence, it is impossible to define the number of cycles needed in a CAR since the result of each cycle is unpredictable.

Since this is collaborative CAR, the researcher will be accompanied by an English teacher; the researcher will act as the EFL teacher who implements the puzzle while the teacher will record the respond of the students toward the implementation (see Appendix 1a for the developed teaching scenario) of the puzzle through field notes (see Appendices 2a, 2b and 2c).

This research aims at gaining two criteria of success: students' vocabulary improvement and their active participation during the lessons. The data about these achievements will be derived from vocabulary test (see Appendices 3a and 3b) and field notes (see Appendices 2a, 2b, and 2c).

By considering the fact that the subjects are heterogeneous in the level of vocabulary mastery, it is not 'fair' to determine the same criteria of success for all students. Thus, the criteria of success are formulated as follows. First, the students will be classified into three classes (based on the result of preliminary test, see Appendices 1b and 4a): low, middle, and high. For those who belong to the low class (scoring 0-30), they are expected to be able to score equal to or above 50. Second, the students belong to the middle class (scoring 31-40), they are expected to score equal to or above 60. Last, for those who belong to the high class (scoring 41-50), they are targeted to score equal to or above 75.

However, the success of using interactive crossword puzzle as vocabulary instruction is also determined by the number of students' active participation during the class. In this matter, the strategy is successful if the number of students' participation is getting higher (compared to the previous one recorded in classroom observation).

Findings and Discussion

Based on the result of the vocabulary test (see Appendix 3c), it is clearly seen that the interactive crossword puzzle can significantly increase the students' achievement up to the targeted level. As the evidence, 22 out of 23 students successfully gained the criteria of success, even more. Only 1 student failed. Meanwhile, 13 out of 14 students classified into low level competence, could successfully reached the criteria of success by achieving 76.85 (mean score). While, 4 students classified into middle level competence, had successfully attained the criteria of success by scoring 82 (mean score). Further, 5 students classified into high level competence, could also achieve the criteria of success by scoring 96 (mean score). Finally, 4 students (2 students in low level and the other 2 in high class/level) scored 100.

Further, based on the data collected through the field notes, several conclusions can be drawn concerning the effectiveness of the implementation of the interactive crossword puzzle. First, beside its profound effect in the vocabulary teaching objectives—promoting the students' competence in both learning new vocabulary items and helping them to improve retention of the words through their long-term memory, the interactive crossword puzzle was also found useful in improving students' involvement during the lesson. Secondly, it can also create such a conducive atmosphere for the teaching and learning process in the classroom. Third, it can be such an effective way to build students' mood. Finally, the implementation of the interactive crossword puzzle can also make students learn new words without relying on any dictionary.

Interactive Crossword Puzzle as a Teaching Strategy

Based on the result of the vocabulary test, it was found out that the students' vocabulary achievement was improved up to the targeted level. It was recorded that 22 out of 23 students (95.65%) successfully achieved the criteria of success. Even when the minimum passing grade (KKM=72) is set as the criteria of success, the number of students who can pass that criteria is still high, 19 out of 23 students (82.60%).

In line with previous explanation, this finding supports Crossman and Crossman (1983) and Whisenand and Dunphy (2010) who found out that the students doing the crossword puzzles as a study aid achieved higher score than those who did not. They also found out that the other major advantages of crossword puzzles are that they expand vocabulary, stimulate the mind, encourage logical thinking and help to improve retention of facts and association of concepts. Moreover, this finding also supports Saxena, Nesbitt, Pahwa and Mills (2009), and Franklin, Peat, and Lewis (2003) who wrote that crossword puzzles is a useful tool for reviewing and reinforcing concepts. It can benefit students in providing them with an opportunity to evaluate their level of knowledge and help them to improve retention.

In addition, crosswords have been found to increase students' confidence in their ability and understanding (Crossman and Crossman, 1983; Childers, 1996; Raines, 2010; and Robertson and Howells, 2008). The sense of accomplishment from successfully solving one clue will encourage students to continue toward the completion of the whole puzzle. This believe, more or less, is in line with the one Karim and Hasbullah (1986) hold that by using crossword puzzle, students are trained to look for the relationship of the answer in the boxes given. Thus, crossword puzzle can also be such an effective way to review, recall, and reinforce words and/or concepts previously learnt.

Interactive Crossword Puzzle as a Way to Promote Students' Involvement, Motivation, Mood, and Affective Atmosphere

The improvement on students' involvement in vocabulary learning supports Thornbury (2002:30) who clarifies that learners need to be actively involved in the learning of words; and it is good to know that the implementation of this strategy can really improve the students' involvement during the lesson.

Further, this finding is also in line with another research finding stating that one major advantage of using crossword puzzle as teaching instruction is that most students associate crossword puzzles with game playing and recreation (Whisenand and Dunphy, 2010; Raines, 2010). Thus, incorporating crossword puzzles as a learning activity can help to make the subject more fun and to increase students' engagement with the course material (Serna and Azor, 2011). Moreover, these statements confirm what Latorre and Baeza (1975:45) have defined that puzzles can stimulate interest and participation of the students in a course.

Next, the second finding showed that the advantage of implementing crossword puzzle is that it contributes greatly on providing a good atmosphere for the teaching and learning process. This research finding corresponds Nation's (1974) belief that a game (one of which is crossword puzzle) is an activity that will give fun to the students. Moreover, it is also a source of relaxation to avoid boredom and monotonous teaching. Thus, implementing the interactive crossword puzzle can be a good alternative to bring the students relaxed and create fun atmosphere that may enable them to learn the subject more easily. Additionally, this standing supports Rodger (1981) who states that the use of game is to relax the students by engaging them in a stress-reducing task. Finally, this finding also supports Palmer and Rodgers (1983) who states that research on language learning has revealed that student's motivation and affective atmosphere in the classroom have great influence on the acquisition of language competence.

On the other hand, it is found out that students' psychological aspect is much influenced by the strategy applied during the class. It is believed that if the mood of the students is well managed, it contributes greatly to the success of learning process. The mood itself is indirectly generated by one of the puzzle strengths as stated by Latorre and Baeza that puzzles seem to stimulate interest and participation in a course because they constitute a form of play and recreation (1975:45). In line with this statement, Jones (2007) argues that crossword puzzle is associated with recreation. Students who might normally hate tests find crossword puzzle much less threatening.

Conclusions and Suggestions

Based on the results of the research, it is empirically proved that the interactive crossword puzzle contributes greatly on improving students' vocabulary achievement up to the targeted level, even more. Besides, as a side effect reported through the field notes, it can also productively promote students' involvement, motivation, mood, and affective atmosphere during the lesson. It is written that more than 20 students (out of 23) were actively participated in the teaching and learning process. It shows that they really enjoyed the lesson, were more motivated to learn, more active, and more enthusiastic.

Additionally, by using crossword puzzle in vocabulary teaching, students do not only learn about the vocabulary used as the main stems in the puzzle, but they also learn many new words through the given clues. At the same time, they learn the meaning of every new word by finding out the relationship among the clues given. This 'mechanism' can be a good solution to overcome students' reluctance in using dictionary. As the result, the new words may easily be imparted at one time without any dictionary.

Moreover, when the students successfully answer a clue, they will get a sense of accomplishment. They will feel more challenged to solve the other clues. Consider it or not, this can keep the students stay in tune,

motivated, and relaxed so that they are more psychologically prepared to learn. This positive learning atmosphere does benefit them.

Last but not the least, by considering the advantage of implementing crossword puzzle in the teaching of vocabulary, it is recommended that English teachers will utilize this media in their language classrooms, particularly in the teaching of English vocabulary. At the end, it is recommended for future researchers to conduct similar research to different graders; or, even higher education level such as university students.

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STUDENTS' PERCEPTUAL BELIEFS ABOUT THE INFORMATION TECHNOLOGY FOR LANGUAGE LEARNING

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Abstract: Research indicates that human perception about technologies determines the attitudes towards them (Aviram & Tami, 2004). Thus, prior to attempting to make use of the technology for teaching, understanding of users' perceptions or beliefs about ICTs is crucial to be established. The purpose of this study is to understand how technologies are used and perceived by the students and how much the technological gadgets have been used for English-skill-related activities. The study employs descriptive quantitative method by which data were collected through questionnaire surveys. This paper will discuss the preliminary findings of an on-going study on the above issues. Implication that this study informs EFL in Indonesia in that technologies indeed have a significant role in school environment and may be optimized for learning purposes will be discussed.

Keywords: *ICT, technological gadgets, perception, English-skill-related activities*

Background

Many scholars have attempted to study the effect of the Information Technology (IT) on students' learning. However, the current literature on the use of technology in learning yields inconclusive results. No research has established the precise effect of the IT use on the success of learning. Why and how multi-media enhanced help options are presented and what effect it has on learning remains undecided (Rüschhoff, 1993). However, technology must now be regarded as an accepted and proven addition to the existing set of learning media. A large number of tools for a wide variety of applications (viz. Internet, computer, mobile phone and audio-video) have been developed over the past decade, and both standard hardware and software have unprecedentedly become available not only to the privileged few but also to the common members of society for various purposes of learning. All that has been a general consent is that the use of technology to facilitate learning is accepted to be of value across educational institutions, not to mention, university or college levels.

Research indicates that human perceptions about technologies determine their attitudes towards them (Aviram & Tami, 2004). Thus, prior to attempting to make use of it, understanding of users' perceptions or beliefs about ICTs is crucial to be established. The use of technological tools to boost learning is influenced by several factors. Research has identified the perceptual beliefs of human beings as the major determinants of their practical attitude towards anything. Positive beliefs inspire individuals to take interest while negative feelings motivate them to stay away (Aviram & Tami, 2004). Based on this understanding, it is necessary that research on the users' beliefs or perceptions about the IT available at hands be conducted in order for directing the trajectory of future IT-based learning or IT assisted learning.

The objectives of this study are to know the extent to which learners in the Faculty of Letters Soegijapranata perceive the use of the technology for the assistance of learning. In other words, the purpose of this study is to understand how technology is used and perceived by the students of the Faculty of Letters of SCU (Soegijapranata Catholic University). Data were collected through questionnaire surveys. Though our focus is on perceptual beliefs of the IT, questions also cover practices of the use of the IT in order to find out how much the IT has been used for English-skill-related activities.

The end result of this research is that tuning and adjustments at the perceptual level brings changes in the users' attitude which, in turn, may bring about the change of learning styles through the way in which technological gadgets can be optimally used. By then we may gain assurance if technology indeed have a significant role in school environment as well as to gain confidence that the use of educational technology results in learning. This study intends to find out how the Faculty of Letters students, SCU perceive the IT in day-to-day life, the activities that they do with the gadgets they own, and the activities that they have ever done to take advantage of the IT gadgets for English learning-related activities.

Information Technology And Learning

The use of media technology in foreign language teaching or learning has constantly evolved. Teachers have tried to make use of the technology such as audio, video, and computers. As technology has developed very fast, more gadgets are used by more and more people. Almost all students have technological gadgets and use them all the time. With these technological gadgets, they can use social media tools such as Facebook, Wiki, YouTube, LinkedIn, Twitter. According to Liu (2010) the advancement of modern technologies tries its best to accommodate the needs of people especially the younger generation that have been labeled as Digital Natives by Marc Prensky (2001) He defined today's students as "they spent their entire lives surrounded by and using

computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age” as cited by Liu (2010). They always update their social media technology. When new kind of gadgets such as Ipad or Iphone are made available in new version, they will likely be attracted to buy them. Although these gadgets are not particularly designed for learning purposes, they contain authentic materials usable for learning, such as learning language. Even when gadgets are used for games or for communication they, as a matter of fact, can potentially be useable for learning.

As cited by Chen (2011) research done by Chapelle, 2001; Egbert, Chao, & Hanson-Smith, 2007; Salaberry, 2001; Zhao, 2003) has shown that the use of technology can broaden the horizons for learning an L2, and also have an impact on the nature of both the acquisition process and the object of study. The use of technology helps learners to expose themselves to English.

To know the use of social media tools as a learning resource, Liu (2010) has investigated student’s use of different social media tools, their perceptions and attitudes towards these tools and their preference of social networking groups. The result shows that the students use Facebook, Wikipedia and YouTube. They use these social media for social engagement, direction communication, speed of feedback and relationship building. Based on the findings of the study, Liu (2010) suggests that teachers integrate social media tools into current educational system as a teaching and learning resource to assist the process of curriculum delivery and to use social media as a parallel learning channel to compliment current curriculum delivery and to extend the learning environment to the real world and to enrich students learning experiences with real life practices.

English has been learned and used by more and more speakers. According to David Graddol (in Shyamlee, 2012), digital technologies provides avenues to improve certain skills such as writing. However, they also pose challenges such as plagiarism and fair use. This suggests that the potentials of the digital technologies are abundant. Unluckily, however, their wealth remains limitedly explored.

Methods Of Data Collection And Analysis

Population and Sample

The population of this study is all active students in the Faculty of Letters SCU. Due to the limited funding and resources, the study recruited only those volunteering to take part in this study.

Data collection

To obtain the data, we administered a survey to the students in the Faculty of Letters. The instrument for this study, thus, is a close-ended questionnaire. The questionnaires consist of two sections. They are:

1. Respondents’ background

This section asked students’ sex, students’ gadgets, and the gadgets used and the frequency of use.

2. Questions related to students’ perceived use of IT for their learning

The questionnaire in this section asked how students view the use of technology in general and in language learning, how students view the use of technology in improving English skills courses, how often they use technology for completing their assignments, and how they use online applications for their learning. For each of these questions, participants are required to choose answers based on Likert scale such as Strongly Agree, Agree, Disagree, Strongly Disagree, Very Often, Often, and so on.

Data analysis

Once the survey was administered, we analyzed the data using descriptive statistics. We used SPSS to calculate the means and the standard deviations of the responses.

Establishing validity and reliability

To establish the validity and the reliability, the questionnaire was tested by conducting a pilot study to a small number of students. This pilot study was essential to improve the wording, the scales, and the format of the questionnaire and to establish content validity (Creswell, 2003).

Data Analysis and Discussion

Students’ perception of IT

Questions 1 – 13 were intended to find out the students’ perception of IT. The means of those question items ranged from 3.36 (Question 1) to 2.4 (Question 12). This indicates that students perceived IT as beneficial for learning activities. Students reported that they enjoyed using technological gadgets. They thought that gadgets should not be used only for fun.

Table 1. Statement “I enjoy using the technological gadgets”

Responses	Frequency	Percentage
Strongly disagree	2	1.8
Disagree	67	59.8
Agree	43	38.4
Strongly agree	0	0
Total	112	100

Table 2. Statement “I don’t think it is a good idea to use the gadgets just for the trivial fun (non-learning purposes)”

Responses	Frequency	Percentage
Strongly disagree	17	15.2
Disagree	42	37.5
Agree	42	37.3
Strongly agree	11	9.8
Total	112	100

Activities students used with their gadgets

Students used gadgets for various activities. Questions 4.7 – 4.19 were intended to investigate types of activities students used with their gadgets. The highest mean of those questions was 3.3 (Q 4.19) and the lowest mean was 1.9 (Q 4.14). The survey shows that among the most frequent activities done by the respondents (top 5 activities) using IT gadgets are to do the following (subsequently from the most frequent to the less): entertainment-related activities, chatting on-line, texting, updating social media status, and searching information via search engines. The following table shows the most preferred activities and the least preferred activities.

Table 3. Activities students used with gadgets

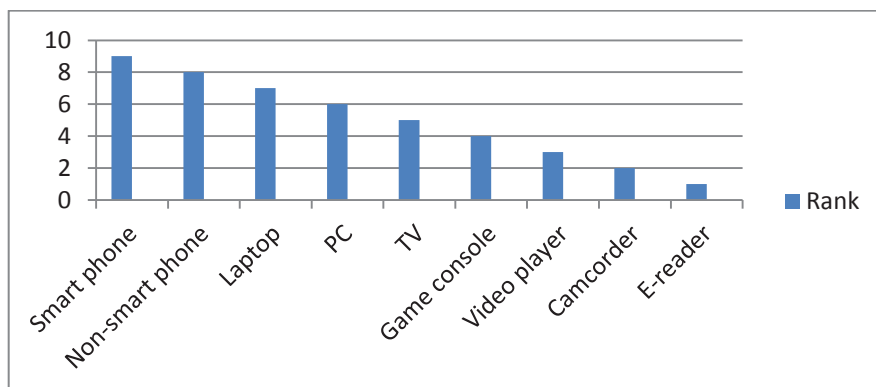
Responses	Never %	Rarely %	Often %	Very Often %
Emailing	8	35.7	41.1	15.2
Chatting in English	0.9	36.6	44.6	17.9
Chatting in Indonesian	1.8	19.6	44.6	33.9
Using google translator	6.3	44.6	31.3	17.9
Using dictionary	3.6	17.9	58	20.5
Updating social media status	3.6	19.6	44.6	32.1
Texting		23.2	46.4	30.4
Blogging in English	30.4	50	15.2	4.5
Searching educative YouTube videos	11.6	37.5	40.2	10.7
Discussion board	17.9	50	28.6	3.6
Reading news	6.3	33.9	48.2	11.6
Searching for information	5.4	19.6	49.1	25.9
For entertainment	0.9	12.5	33	53.6

English learning related activities

In this study, students perceived that there were benefits in using gadgets for English learning related activities. They admitted that their vocabulary expanded as a result of using technological gadgets. In addition, learning through the facilities offered by the Internet was both interesting and engaging and their listening skills improved as a result of using the technological gadgets. Table 4 shows how their gadgets affect their English skills.

Table 5. Student’s perception of the effect of gadgets on their English-language skills

Responses	Strongly disagree %	Disagree %	Agree %	Strongly agree %
Improving my writing skill	1.8	28.6	61.6	8
Improving my reading skill	1.8	12.5	72.3	13.4
Improving my listening skill	0	6.3	70.5	23.2
Expanding my vocabulary	0	9.8	65.2	25
Total	100	100	100	53.6



The data in this study also suggest that smart phones were the most popular gadgets, while E-reader, one of the current gadget designed for reading electronic books lied in the least popular one. This suggests that the more favourable gadgets were the ones with the Internet connection feature. In other words, students preferred the gadgets that have features related to the Internet. The implication of such a finding may suggest where the future trajectory of technological gadgets will eventually progress. In addition, should the future decision makers consider integrating the IT gadgets into the educational realm, the Internet has to be the primary consideration.

Interestingly, as the respondents were asked to indicate the frequency of the IT gadgets used, the majority (75 %) answered that the frequency of use is everyday.

Table 1. Frequency of use

	Frequency	Percentage
Every day	84	75
4 -5 times a week	13	11.6
2 – 3 times a week	9	8
Every 2 or 3 weeks	4	3.6
Once a month	1	0.9
Almost never	1	0.9
Never	0	0
Total	112	100

Conclusion

From the analysis of statistics, this pilot study suggests that all the students of the faculty of Letters, SCU have made IT gadgets part of their day-to-day life activities. As indicated by the responses of the questionnaire, smart phones have been the most frequently and laptops as their second most frequently-used gadgets.

They all enjoy using the technological gadgets and they admit that their vocabulary expands as a result of using gadgets. In addition, learning through the facilities offered by the Internet, as they admit, is both interesting and engaging and their listening skills improve as a result of using the technological gadgets.

In addition, it is found that among the most frequent activities done by the respondents (top 5 activities) using IT gadgets are to do the following (subsequently from the most frequent to the less): entertainment-related activities, chatting on-line, texting, updating social media status, and searching information via search engines.

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THE USE OF SMARTPHONE TO DEVELOP ENGLISH SKILLS

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Abstract: Smartphone users in Indonesia are increasing in recent years, and many of them are college students. Smartphone is a handheld computer, as it is powerful enough to deliver various functionalities comparable to a computer (Osman, 2011). Several smartphone apps such as dictionary and note taking apps can be used by the students to learn and develop their English skills. This study wants to reveal whether the English skills of polytechnics students will be developed after using smartphone. This study uses the students of Business English Politeknik Ubaya as a tool in finding the relationship between their habit in using smartphone and their academic English tests. The tests are evaluating reading, writing, listening, and speaking skills of students. Questionnaire is given to reveal student habits in using smartphone and its apps. The findings of this study can help Politeknik Ubaya to concern with the impact of smartphone to develop English skills.

Keywords: *English skills, Smartphones, Smartphones apps, Business English*

Smartphones are becoming major trends right now in the Indonesia. According to the Euromonitor, most new product launches with significant impact in 2012 have been smartphones. However, it is noteworthy that Indonesian consumers place more emphasis on the operating system (OS) of the smartphone when making a purchase rather than focusing on the brand (Euromonitor, 2014). Blackberry used to be the first place that people will buy before 2013, but in the 2013 another OS such as Android and Apple iOS devices were become trends as well since they also offer Blackberry Messenger. This phenomenon makes users have variety of smartphone choices. Smartphone itself is a mobile telephone with computer functionality that allows users to run software applications and connect to the Internet or other data networks. This technology provides users with the ability to engage in some activities on their phone much in the same manner that they could with a traditional personal computer except with the advantage and convenience of compact size and mobility. (Luxton, et al., 2011). In the current situation smartphone can be Android, Apple iOS, Windows Phone, and Blackberry OS. The mobile operating systems found on smartphones allow user to run software, commonly known as apps usually in English that deliver highly usable and tightly focused functionality. In some cases apps comes pre-installed on smartphones, though many others are freely and cheaply available: over 425,000 different apps are available for the iPhone alone in 2011. This means devices become highly customised personalised platforms for communication, organisation, information production and content management (Woodcock, et al, 2011). In certain cases, smartphone can also become a tool for mobile learning. There is evidence of growing interest from teenager to young adult to use smartphone in English for many different reasons from only for chatting, for playing games, for watching movies, until for learning. It is interesting to discover whether using smartphone can contribute to English skills development or not. That is why, the writer conduct the research.

Method

This research focuses on the students of Business English study program Politeknik Ubaya as a target respondent. The result of this research cannot be generalized with the other population. Questionnaire is used as a tool for this study and distributed to 30 active students of Business English study program Politeknik Ubaya, and it is discovered that 28 out of 30 students have and use smartphone. The questionnaire are divided into 3 sections; section 1 about habits in using smartphone, section 2 about the impact of using smartphone to develop English skills, and section 3 about the impact of using smartphone on academic achievement. There are 15 multiple choice questions and 3 open ended questions asking about the respondents' statements on their habits and impact of using smartphone on their English skills. The respondents' statements will be compared with their achievement on 5 (five) English courses of Business English study program. Five English courses that the participant have already taken were Intensive English Course (IEC), English Communication Skills I and II (ECS I & II), and English for Business I and II (EFB I & II). The writer will reveal whether the student habits in using smartphone are useful to develop their English skills or not by comparing the result of the questionnaire with the result of the study,

Findings

The findings shows the Business English students' habits in using smartphone, the impact of using smartphone to develop English skills, and the impact of using smartphone on the academic achievement. These

findings also reveal the result of five English courses that the students take at the Business English study program Politeknik Ubaya.

Smartphone Usage

The result of the questionnaire shows that 28 out of 30 students or 93% of the total students from semester 2 and 4 which are the active students of Business English study program have smartphones. The writer will consistently refer to these 28 students as the total number of the students for the questionnaire analysis. Among 28 students, 15 students or 54% use smartphone based on Android software, 11 students or 39% use Blackberry software and only 2 students or 7% use Apple ios software. It is indicating that Android software becomes the most popular smartphone software and follows by Blackberry. 93% or 26 students use English as their default language. It seems Business English students prefer to use English in accessing their smartphone rather than to use Bahasa Indonesia.

Habits in Using Smartphone

The writer asked to the students in the questionnaire about how long students use their smartphone daily. It is discovered that 7% of the students use their smartphone less than 1 hour. 43% of the students use their smartphone for 1–8 hours, while 32% of the students access their smartphone for 1-16 hours. And 18 % students use smartphone for more than 16 hours. It is reveal than almost all of the students use their smartphone from 1 until 8 hours as well as from 1 until 16 hours.

The questionnaire reveals that almost all of the students use all the smartphones' apps, social networking, games, video, and music in English. Only 7% of the students never use apps in English and 4% of them are never play games and do social networking in English. More than half of the students or 68 % students always use apps in English. 71% of them always play games in English and 50% of the students always do social networking and watch video in English, while 43% of the students always listen to English songs. Some of the English apps that students use are Google Maps, YouTube, Twitter, BBM, Line, Scrabble, Path, Sims 3, Dictionary, Whatsapp, Facebook, Google Translate, and English Grammar Tenses. It is indicating that students prefer to use English to use their apps, games, social networking, and enjoy the entertainment in English.

Impact of Using Smartphone to Develop English skills

When the students were being asked about the impact of using smartphones for their English skills development, 64% of them agree that smartphone can develop their English skills and 32% of them strongly agree of this statement. According to the students, smartphone also can give significant impacts to the development of four English skills; reading, listening, speaking, and writing skills. 61% of the students agree that their reading skill is developing since they use smartphone and 21% of the students are strongly agree about this statement. 43% of the students agree that their listening skill is developing since they use smartphone and 32% of them are strongly agree about it. Regarding the speaking skill, 47% of the students are agree and 28% are strongly agree that their speaking skill is developing since they use smartphone. For the writing skill, 57% of the students agree and 11% are strongly agree that their writing skill is improving since they use smartphone. The findings of the smartphone impacts on their English skills development prove that majority of the students believe smartphone can give significance impact on their English skills development.

Impact of Using Smartphone on Academic Achievement

Considering the impact of using smartphone in English to the better result in their academic achievement, 57% agree and 18% of the students strongly agree with it. But when the writer asked deeper to five English courses that they took, the writer gets variety of answers. For the Intensive English Course (IEC) subject, 38% students agree that their IEC result is represented by their smartphone habits while 11% strongly agree about this statement. 43% students agree and 14% strongly agree that their English Communication Skills I & II results are represented by their smartphone habits. But only 28% students agree and 18% strongly agree that their English for Business I & II results are represented by their smartphone habits. The questionnaire results are indicating that some students see small correlation between their academic achievement and their smartphone habits.

The Relationship of the Academic Achievement with the Smartphone Habits

The writer compares the duration of smartphone uses per day with the students' academic achievement in five courses which are Intensive English Course (IEC), English Communication Skills (ECS) I & II, and English for Business (EFB) I & II. For the final score of every course, Business English study program uses alphabet grading system. For A=81-100, AB=73-80, B=66-72, BC=61-65, C=56-60, D=40-55, and E=0-39. It is indicated from the grading system that E score consider as fail, D score consider as poor achievement, and C as an average score. While BC, B, AB, and A can be categorized as quite good, good, very good, and excellent.

There are 2 students out of 28 students who use their smartphone less than one hour. One student always got A in every course, but the other student got AB, B, and even C in variety of courses. 12 students stated that they use their smartphone for about 1-8 hours and almost all of them got A & AB in 5 courses, but only one person got C in ECS I course. There are 9 students mention that they need 1-16 hours to use their smartphone and it is reveal that all of the students got A, AB, and B in 5 different courses. Only 5 students stated that they use their smartphone more than 16 hours, and all of them got A, AB or B in five different courses. The writer finds the correlation between duration of smartphone uses per day with their academic achievement, that students who have better scores are those who use their smartphone longer.

Discussion of the Findings

Through the findings it is revealed that 28 out of 30 students have smartphone. It is indicating that the majority of the students have the technology awareness. They have the needs to use smartphone as their personal assistant as well as the media of entertainment. From the 28 students, 93% of them are using English as a default language and it can be that the students feel easier to access their smartphone using English rather than Bahasa Indonesia. It also can be they are from Business English study program and want to learn English more. The writer also found that 50% of the students took 1 until 16 hours and more to use their smartphone, whether 43% of the students took 1 until 8 hours to use it. The result presents a significance habits of the students as a youngster that they tend to use their smartphone in a long or very long time and becomes a part of their life. The majority of the students are found always use apps, play games, do the social networking, and enjoy the entertainment in English. Their favorite English apps like Dictionary, English Grammar and Tenses and Scrabble represent that English has become one close aspect in their life. Through the comparison between their scores and smartphone habits, the writer reveals that students who use their smartphone from 1 until 16 hours or more had a good until excellent grade. It can be assumed that using smartphone in English for hours per day can develop students' English skills which are represented by their score.

Conclusions and Suggestions

This research finds that using smartphone for several hours per day leads to the development of English skills. Based on the research result, there is a correlation between habits in using smartphone for several hours per day and the English skills development. Students will increasingly with their smartphones enhance their experience of English learning from time to time. Although, it cannot be concluded only through this research that using smartphone can leads to better English skills. Since there are factors that need to be considered in the further studies, such as other informal and formal English learning. However the results of this research are still only preliminary, since lack of several contributing factors as well as depth statistical analysis. More research is still needed to find the real factors between using smartphone and English skill development. Future studies has to be in experimental research to let the respondents to use smartphone apps and there should be pre and post test in between. It is suggested that academics such as Politeknik Ubaya continue to develop their understanding of personal technologies like smartphones and tablet PCs and, with that understanding, reflect on the differences between these emerging technologies and established learning environments and technologies. In doing so, educators need to also reflect on their assumptions about the design and delivery of the curriculum and the formal and informal engagement students can have with it (Woodcock, et at., 2012). Smartphone has become trends in Indonesia right now and it can be a useful tool to learn a language also; in very specific case, English.

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REDESIGNING INSTRUCTIONAL MEDIA IN TEACHING ENGLISH OF ELEMENTARY SCHOOLS' STUDENTS: DEVELOPING MINIMUM CURRICULUM

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Abstract: This qualitative research reports the result of a study on redesigning instructional media in teaching English. It focuses mainly on what, how and why teachers redesign instructional media in teaching English of elementary school students. Techniques of collecting data include observation non participation, and interview then collected data are analyzed by using qualitative descriptive analysis by transcribing; analyzing; reducing; categorizing; interpreting the data. Based on research findings, redesigning curriculum considered main items including students' need analysis and interest, need of class, their grade level, prior knowledge, the preference of learning style, audiovisual and interesting media, here and now topic, modified and adjusted instructional technique by conducting three phases; analysis, design, implementation. It could lead teachers to redesign the instructional media by accepting, discussing the students' need to find the enjoyable media of learning English, asking to guess the vocabulary, practicing and drilling their pronunciation. The reason why they redesign it because English as minimum curriculum could be developed by moving on the teachers' creativity and students, as extracurricular, it should be developed and managed based on the schools' characteristics related to their vision and mission. They should understand young learners' characteristics (Scott & Ytreberg, 1990), analyze the students' need. This research will be good input for local education official to support developing curriculum and empower the elementary schools' teachers initiative.

Keywords: *redesign, instructional, media, teaching, elementary students*

Introduction

Arising new curriculum as one of phenomenon could be seen as the changing need of world education especially in Indonesia. It is followed by the changing of elementary, junior and senior high schools curriculum. The redesigning curriculum needs to do because of some reasons. One of them is improving the quality's instructional design media. Redesigning instructional media needs to do related to the teachers' need in order to create the enjoyable learning English in elementary schools. In elementary schools, English is not compulsory subject, it is as extracurricular or local content. Then it needs teacher's creativity to deliver the material by redesigning instructional media. Here, the teachers could create the classroom atmosphere from boring into enjoyable situation.

As stated by Khan (2001), "advances information technology, coupled with the changes in society, have created a new paradigm for training". As we evolve deeper in the information age, there was a shift from passive to active learning and from teacher directed learning (Reigeluth, 1999). Also, Heinch (1999) stated that the roles of teachers and students have been imposed to change because of the influence of the media and technology in the classroom. Therefore, teachers' role has been shifted from transmitter of knowledge to coach, such as monitoring students' learning, and designer of study tasks that promote new learning (Hoogveld, 2002). In this process, teachers are required to prepare effectively designed courses with the considerations on learner centered, engaging, interactive, meaningful learning environments, that contribute answers for the demands of this century (Khan, 2001). Hence, they should employ accurate Instructional Design especially Redesign Instructional media, because of the fact that design Instructional provides more effective and efficient learning guidance, which is the primary goal of every individual involved in education and training (Burkman, 1987).

According to Anglada (2002), redesigning instructional media is one of the part of instructional design process provides a framework for planning, developing, and adapting, instruction based on learners' needs and content requirements. There are lots of different ID models to put into practice in Instructional design especially developing instructional media, but in fact, majority of designers follow the same basic generic categories named analysis, design, development, implementation, and evaluation (Gustafson & Branch 1997). In order to visualize the problem in instructional design, it is necessary to break down into discrete, manageable units so that complex process of instructional design become easier and more understandable. The phases help teachers to become aware of what to do during redesigning media without focusing on unimportant issues. Therefore, it is important for teachers to know, understand, and apply redesign instructional media while developing their courses.

In this research, a qualitative study was conducted to determine the elementary school teachers redesign instructional media in teaching English. The researcher aimed to determine what the teachers do to redesign

instructional media, how and why they redesign instructional media in teaching English.

The significance of this research supports the Hoogveld's (2003) idea that little literature can be found about how the teachers apply redesign instructional media during teaching English. Since the design of instruction directly affect effectiveness of teaching, it is important to explicate teacher's creativity in redesigning the instructional media. This information would be critical to ensure quality in the classroom setting. In addition, Hoogveld (2003) also states that in order to determine how teachers can be supported in their struggle to design learning tasks, it is important to explore what the instructional design methods they actually use in their current daily practice. Therefore, the result of this research may provide an idea about how teachers can be supported in redesigning instructional media.

Furthermore, in a country specific manner, Indonesia educational system is centralized and the Ministry National Education is developing curricula, designing instruction, and developing educational material (Kiraz et.al, 2004). In this time eventhough it is centralized, in 2013 curriculum, English subject in elementary school included into extracurricular. As the result, English is taught in certain time, it could be one hour allocation. It could be done in free time. Teachers face many kinds of problems due not being aware of redesign instructional media. Also, looking through the results of the study, the decision makers will have an opinion about what redesign instructional media that the elementary school teachers create or do not create it in their daily teaching English. Therefore, they would take some initiatives in the areas teachers' creative skills need to be improved.

Research Design

Most of teachers do not know what the redesigning instructional media exactly means, how and why they do it. Even so, many teachers redesign to some extent even though they are not aware of it. In order to learn their hidden experience with redesigning instructional media, the researcher needs to probe their progress by establishing face to face interaction with the subjects via interview and observation non participation, documentation. Morse and Richards (2002) clarified that, "If the purpose is to learn from the participants in a setting or process the way they experience it, the meanings they put on it, and how they interpret what they experience, you need methods that will allow you to discover and do justice to their perceptions and the complexity of their interpretations" (p.28).

Participants and Sampling

In this research, participants were chosen from two different public schools located in the southern East Java, in Madiun. Both schools have a good deal of materials, facilities and also most teachers were qualified in their field. While choosing the participant teachers, criterion sampling method was used to gain information from key informants. The researcher tried to reach the key informants by asking the school administrators to find the teachers who redesign their instructional media in their courses. The sample of this study was 4 teachers, 2 from one elementary school and 2 from the other elementary school, especially the English teachers from both elementary schools.

Data Collection and Data Analysis Method

The researcher conducted semi-structured interviews with the teachers in order to find out what is on their mind, what they do to redesign and how they redesign the instructional media in teaching English. The interview sections took approximately 60 minutes and it was taped recorded all the interviews. To support the interview results, the researcher conducted some non-participation observations with the same teachers. The researcher observed one lesson hour of the teachers interviewed. Therefore, the data was triangulated by obtaining data from the same participants through two different methods, observation, and interviews.

Then, the researcher transferred all transcribed interviews to the computer immediately after conducting in order to prevent any data loss. Then, the researcher read them carefully to maintain inter-coder reliability. Next, the researcher made "a line by line analysis" in order to have a greater analysis of what the concepts mean. The researcher tried to code the transcripts by giving a name to the concepts after breaking the data into discrete incidents, ideas, events, and acts. After coding process, the data were grouped their steps in redesign the instructional media and categorized them under more abstract explanatory terms, categories or themes. Finally, the researcher wrote up the results by giving information about determined themes. Finally, the researcher wrote up the results by giving information about determined themes and categories.

In addition, the researcher dealt with the validity and reliability issues by using some different strategies. First, some colleagues and teachers reviewed the interview process in some time intervals from the beginning to the end. Second, all the data analysis and data collection steps of redesigning media were written in a detailed way.

Findings

After analyzing interview and observation results, much valuable information was gained about teachers' redesigning instructional media. In order to answer the research questions, the results of the study was written under three headings. Redesign Instructional Media in teaching English in elementary school meant the use of instructional media and technique which were chosen by the students as self autonomy learning. In this case, teachers offered the students to choose the preferred media and technique by conducting three phases (analysis, design, implementation).

Analysis

Before designing their lesson or lesson plan, participant teachers made some analysis. As shown in Figure 1, teachers considered many different issues while deciding on the objectives of the lesson, instructional method/activities, instructional media, and materials. They did those analysis whether in their mind or written in the lesson plan before coming to the class.

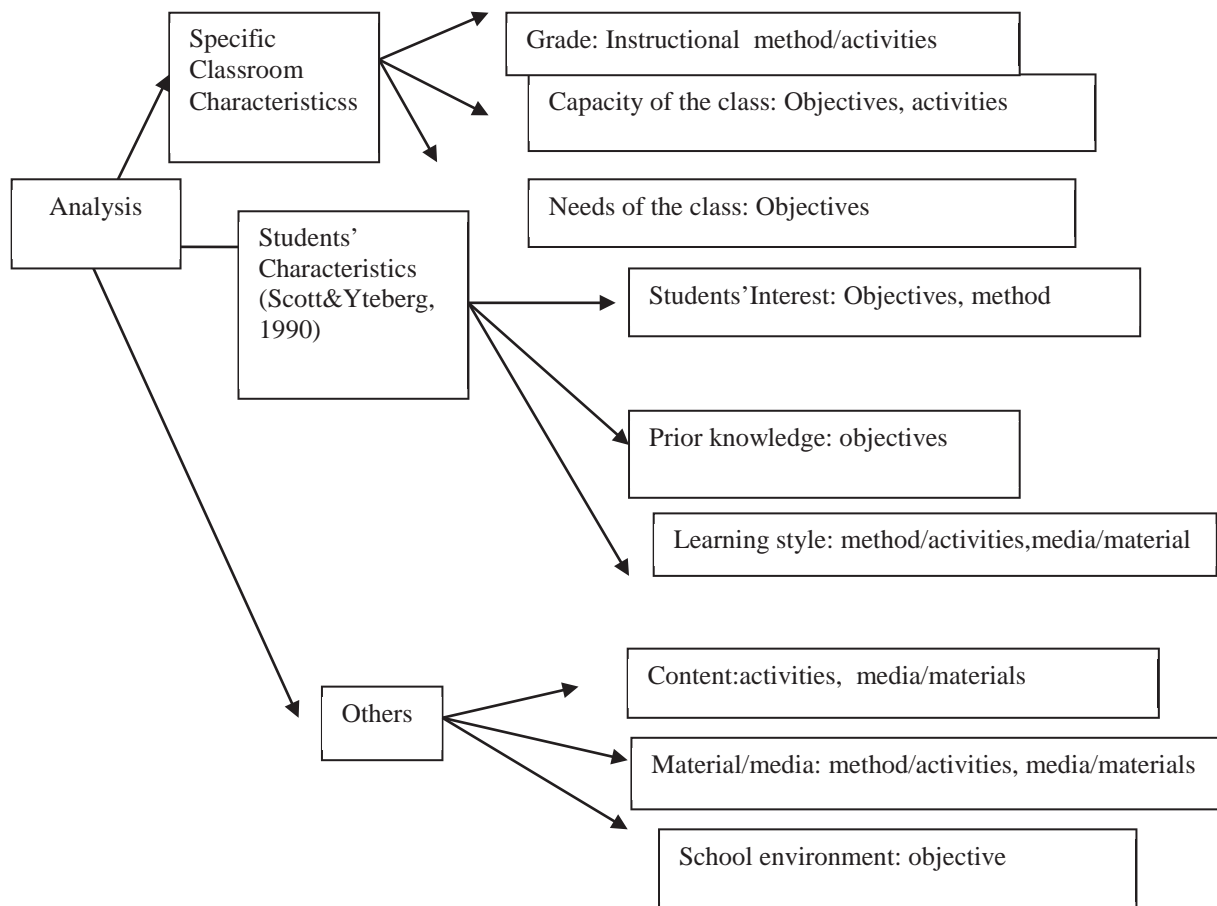


Figure 1. The main items that teachers analyse and consider in order to decide the next steps to redesign the instructional media and the activities.

In Indonesia, the objective set forth by the Ministry of National Education in curriculum. Most teachers found that all the objective should be suitable to the condition of students in teaching English, so they had some problems with applying these objectives. In 2013 curriculum, English was local content or extracurricular, here the teachers were invited to develop all their creativity by themselves. They said that the objectives changes with the school environment, students interest, their prior knowledge, class capacity and need of the class. One teacher said that MNE does not know each classes' needs as schools in different regions and with diferet culture and environmental conditions differ hightly from each other. Thereof, objectives changes from one school to another and also from one class to another at the same school. Likewise, although teachers said to consider many different issues while deciding on the instructional media, methods or activities. In this case, English as extracurricular activity so it was not as compulsory subject like others. Then teachers should be creative. The word creative means teachers consider some steps as the main items explained above as the basic reason to

determine the next step in redesigning the instructional media. By doing so, the teachers tried to invent some new ways in order to find a suitable media in teaching English.

Design

In this phase, the teachers applied some steps as follows: 1) The teachers conducted students' need analysis; 2) They needed to know students' interest, need of class, their grade level, their prior knowledge, the preference of learning style; 3) delivered the content; then 4) used the existing and interesting media, here and now topic; 5) modified and adjusted instructional technique; 6) asked the students to guess the vocabulary; and 7) practiced and drilled their pronunciation.

All those steps were main items which the teachers considered by using audio visual media, DVD as cartoon film, comics, game, storybooks. All those instructional media were displayed then the students could choose which instructional media they preferred to use in learning English. Here the displayed instructional media could be added by providing students' ideas.

Implementation

This phase the teachers redesign instructional media by developing the minimum curriculum creatively, including;

- 1) Teachers chose the students' preference technique for example TPR or self autonomy learning. In this case teachers played a film under a title "Winnie the Pooh" twice or more based on the students' need. It meant that they could watch the film, they really understand the vocabulary meaning and the correct pronunciation of those characters in that film.
- 2) It is an easy topic for the elementary students because it was known by most of them. They chose cartoon film as the media in learning English since the students preferred the audiovisual media.
- 3) In this phase while the students were watching film, they were guessing the unfamiliar vocabulary by seeing the movement or audiovisual; and practicing pronunciation. They imitated the utterances which were performed by the characters in Winnie the Pooh Film. Then they practiced drilling their pronunciation especially the vocabulary related to topic in the film.
- 4) The film usually do not use the standard register. It only used the simple terms or daily utterances.
- 5) The second film was Ipin dan Upin cartoon. It used here and now topic. The theme and term used by the characters were familiar topic. In this case, the students could guess the unfamiliar vocabulary because they used some English register.

Beside all of those implementation, the teachers improvised their ideas by displaying all the students' progress result such as students' vocabulary sheet and phonetics transcription of simple vocabulary on displayed board. By displaying their works it could motivate them to find other interesting instructional media. In this way, teachers could coordinate and cooperate with the students as teamwork.

In fact, the teaching and learning process in elementary schools needed a new atmosphere of learning English. Redesigning curriculum considered main items including students' need analysis, students' interest, need of class, their grade level, their prior knowledge, the preference of learning style, audiovisual and interesting media, here and now topic, modified and adjusted instructional technique. It could lead teachers to redesign the instructional media by accepting and discussing the students' need to find the suitable and enjoyable media of learning English (as the reason why the teachers redesign instructional media).

Conclusion and Recommendation

By considering main items and using those three phases teachers could redesign the instructional media; find suitable technique based on the students' preferences, use the here and now topic, ask students to guess the vocabulary, practice and drill their pronunciation. The reason why they redesign it because English as minimum curriculum could be developed by moving on the teachers' creativity, as extracurricular, it should be developed and managed based on the schools' characteristics related to their vision and mission. This research will be good input for local education official to support developing curriculum and empower the elementary schools' teachers initiative.

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Biodata

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PREZI: AN ONLINE TO OFFLINE 'ZOOMING' PRESENTATION SOFTWARE IN ORAL ENGLISH FOR ACADEMIC SPEAKING STUDENTS

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Abstract: There has been a deeper appreciation on using technology in English classroom. The technology is used to create an interactive learning process. In this article, the author will discuss the implementation of Prezi as a new presentation tool which works well in oral English for Academic Speaking students. Prezi is an interactive and visually pleasing tool that uses zooming and spatial relationships to present information. Similar to a traditional PowerPoint, Prezi has the ability to incorporate various types of media (Manning, et al. 2011: 26). Prezi is a web-based tool that allows to create a powerful presentation. Prezi can be used as a way to develop virtual graphic organizers or word charts. Prezi is also as a way to create organizers or words charts is its interactive and expressive nature. It allows presenter the option of creating more dimensions to explore a topic and to incorporate their thoughts and ideas into a powerful presentation. The knowledge conveyed to the listeners increases when there is audience participation and the presenter's style is dynamic and engaging (Bernhardt, 2006: 317). Prezi allows the presenter more flexibility and creates a way to show relationships among different items in presentation.

Keywords: *Prezi, Presentation, Academic Speaking*

Introduction

Academic speaking is one of subjects for university students. It focuses on the way of presentation. The aim of this article is to determine which presentation tool works best to deliver a clear message to audience. The academic students usually use Power Point. It is the standart slide-based presentation tool. Later, technology provides the newer presentation software called Prezi. Prezi is more interesting as it is completed by an interactive and visually pleasing tool that uses zooming and spatial relationships to present information. It will help the academic students success in presenting a clear message in oral English.

Discussion

Academic Speaking in Oral English

Academic speaking in university focuses on presentation program which closely related to public speaking. According to LeBeau (2007: 04), public speaking is about sharing information. Well before written communication was standardized it was common for information to be conveyed orally. Even after clear duplication of written text was an option, it was common for important information to be presented to the public. Whether written communication has developed, oral communication still as the important part of communication. There are four basic principles for effective public speaking: effective speakers exhibit a strong sense of confidence and purpose, public speaking is interactive, messages are well organized rhetorically, and audiences respond best to well prepared, extemporaneous presentations (Verderber in LeBeau, 2007: 04). The university is preparing students for those expectations. It provides opportunities for students to practice speaking in public in various academic courses. In public speaking class students will normally cover informative and persuasive speaking elements and they will be required to design a presentation and present it to his or her classmates.

Presentation in Academic Speaking

A presentation is the process of presenting a topic to an audience. It is typically a demonstration, lecture, or speech meant to inform, persuade, or build good will. Puschel (2008: 04) states a good presentation has some characteristics: (1) good content, (2) well-presented, (3) well-designed slides. Presentations are a unique chance to connect your work with your person. If you do a good job, people may remember you. Unfortunately, most presentations fall far short of this goal and are rather a waste of time for most of the audience. Some common mistakes which occur in presentation are (1) too many slides, (2) slides to packed, (3) thinking: if it is easy to understand, people will think its trivial. Most people fear to face up presentation. Based on research the first fear is conducting presentation as a part of public speaking. Le Beau (2007: 02) states public speaking ranked higher than heights, snakes, and even death. This condition should be solved by doing a good preparation of presentation. Puschel (2008: 04) states a good presentation has some characteristics: (1) good

content, (2) well-presented, (3) well-designed slides. Based on the third point of good presentation, the students should prepare well-design slides.

Using Prezi as Presentation Tool

Now a days, technology can not be separated with education. Technology become a part of media as bridge in transferring information between teacher as a source and the students as the receivers. The technologies that implemented in the classroom can help students not only to stay engaged, but also to feel a personal connection to and genuine interest in the content they are learning. Recently, technology introduces the newer presentation software called Prezi. Prezi is an interactive and visually pleasing tool that uses zooming and spatial relationships to present information. Similar to a traditional PowerPoint, Prezi has the ability to incorporate various types of media (Manning, et al.,2011: 26). It is almost similar to Power Point slide. Prezi has the ability to incorporate various types of media. However, Prezi's interactive interface allows for a more streamlined approach to presenting information. Prezi can be developed with the combination of images, sounds, and also video. The benefit in using Prezi as a way to create organizers or words charts is its interactive and expressive nature. It allows students the option of creating more dimensions to explore a topic and to incorporate their thoughts and ideas into a focused venue. (Manning, et al.,2011: 27). Students as the presenters can choose their own topic and explore it by adding visual effects which makes the presentation is more interesting for the audience.

Houska (2010: 02) states Prezi file includes my embedded videos and can be edited without an internet connection. Prezi is creating through web and need an online process. Next, the students as presenters can download Prezi from the internet and edit the materials inside without an internet connection.

Prezi is unique presentation tool. It is sometimes called as the '**zooming**' presentation software. Prezi is an online program you can use to create presentations that are considered more dynamic than PowerPoint because of its Zooming User Interface (Barber, 2013:01). It is 'zooming' presentation software. It can be zoomed in or zoomed out. This 'zooming' presentation software is used to attract the audience's interest and attention. According to Bernhardt (2006: 317), the knowledge conveyed to the listeners increases when there is audience participation and the presenter's style is dynamic and engaging. Prezi provides a distinct presentation experience that presents information in different way. This allows the students as presenters more flexibility and creates a way to show relationships among different items in the presentation. In doing so, the audience may get a better idea of the big picture. It is emphasizing both the big picture as well as the connections among ideas. At the same time the zooming feature in Prezi could potentially capture and hold an audience's attention.

There are some advantages and disadvantages on using Prezi. The advantages are Prezi offers: (a) Free web-based, assessable program that's offered online and as a download for computer desktops; (b) Zoom, Prezi's unique differentiation is it's zoom function; (c) The text inclusion is one of Prezi's most elaborate features. Text can be developed in a range of formats such as columns, bulleted, chunked paragraphs, and much more; (d) Image insertions offer an array of options as well. Images can be embedded into text or used the background for text; (e) Pathways are used to link the presentation in a sequence arrangement that induces visual magic. Otherwise, Prezi also has disadvantages: (a) Limited design options, limited backgrounds to choose from and each has pre-chosen fonts and colors that can't be changed; (b) Cost, for an online connection to the internet; (c) Dizziness, often times Prezi users can over use the zoom function which can ultimately take away from the message of the presentation. Too much zooming and too much panning can ultimately make users feel sick.

How to create Prezi?

Barber (2013: 04) states the procedures on creating presentation slide by using Prezi. The procedures are:

1. Plan your Prezi Map
2. Gather your resources
3. Create your presentation <http://prezi.com/learn/getting-started/>
4. Double click anywhere in window to write
5. Zoom in to add detail
6. Use Zebra to change location, resize and rotate
7. Add images and/or video
8. Add Frames to group related items
9. Add Path to create a storyline
10. Click Show to present

The Implementation of Using Prezi in the Classroom

This article focuses on oral English especially speaking skills. Prezi will help the students as the presenter to make a good presentation which increases their speaking skills. According to Weir (1988: 73-79),

there are some types of speaking test: (1) the controlled interview, (2) information transfer (questions on a single picture), (3) information transfer (description of a picture sequence), (4) interaction task (information gab student-student), (5) role play, (6) the free interview, (7) verbal essay, (8) oral presentation. In addition, speaking has some indicators: grammar, vocabulary, pronunciation, fluency, and content. In short, the indicators of speaking can also be achieved by oral presentation. Oral presentation is more attractive if the students use Prezi as the slides. White (2012: 37) states on his research that the result of using Prezi in presentation covers two main points: (1) Flow of information, 89% thought the information make sense and flowed smoothly, vice versa 11% thought the information make sense, but did not flow smoothly; (2) Understanding of information, 78% understood the information and had no question, vice versa 22% understood most of the information and had question. It means Prezi is a good media to increase the students speaking skills in oral presentation.

The students' activities of using Prezi in oral presentation:

- a. Preparation
 1. Defining specific problem.
 2. Preparing and collecting the data and information to solve the problem.
- b. Design
 1. Designing the material of presentation related the problem by using Prezi. The design covers structure of presentation and interest visual aids.
- c. Delivery
 1. Practicing and delivering the material by using Prezi
 2. Summarizing the material

Conclusion

The use of Prezi in oral English especially for Academic speaking students is expected to create a good presentation. By implementing Prezi, students can use an interesting media to present message clearly. Prezi has better visual design which play an important role for an audience's interest and attention span. Prezi in oral presentation will increase the students' speaking skills.

Suggestion

The next aim of this article is to make Prezi more familiar. Most people will use Prezi in presentation. Even in a communication class, very few students had been introduced to it. Therefore, it is very easy to use Prezi as media of presenting message to the audience. The zooming capability of Prezi is the exciting new presentation software. Later, a researcher will interest to use this classroom ideas into classroom research.

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A STRENGTH-WEAKNESS-OPPORTUNITY (SWO) ANALYSIS OF THREE IMPLEMENTATION MODELS FOR INTEGRATING ‘THE KNOWLEDGE AGE’ INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs) INTO SCHOOLS¹

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Abstract: Information & Communication Technologies (ICTs) have developed tremendously in the last thirty decades. The invention of Personal Computer (PC), the Internet-connecting softwares as well as Android-based smartphones, revolutionized instructional technology employed by school teachers of 1980s. These latest educational technologies, like radio, OHP, TV, and video in the previous eras, have soon been adopted by contemporary learning institutions. Based on how schools integrate the educational technologies emerging in the era called by Trilling & Fadel ‘the Knowledge Age’ (2009:3) into classrooms, there have been three implementation models: 1) offline learning class; 2) blended learning class; and 3) virtual learning class. A question that has oftentimes been asked is this: “does integrating these latest technologies into classrooms improve instruction quality and learning quality?”. This paper answers the question by analyzing strengths, weaknesses, and opportunities that will presumptively exist if schools integrate the latest ICTs into classrooms. It concludes with a proper strategy—namely, integration strategy— deduced out of the SWO analysis that can be best implemented in schools.

Keywords: *Information & Communication Technology (ICT), blended learning, virtual learning, Gen Y, SWOT analysis, 21st Century Skills Movement*

A new generation of learners steals today’s show with their peculiar characteristics. Called by many names,—‘Gen Yers’, ‘Millennials’, ‘the net geners’, ‘digital natives’, ‘netizens’—this generation of learners makes up 20 percent of the world’s population in 2006 (NAS Recruitment Communications, cited in Reilly 2012:2) and will absolutely grow more in number this year and years to come. This generation needs attending to since they are fully supported by, well-equipped with, fully-lived by, and fully accommodated by the Internet and computer technologies. They have been attending our schools, learning and studying in our learning institutions and have begun to contagiously impact the learning and teaching process by showing their annoying behaviors such as texting during teacher’s instruction, quoting their virtual friends’ blog posts instead of standard class textbook when asked to explain class lesson, or putting headsets or earphones listening their favorite songs during teacher’s explanation. These, among other upsetting attitudes, result from their craze about the latest ICTs and their addiction to social networking and entertainment apps (INSPIRE 2013:9).

Educators beyond number wrote on educating the Gen Yers, which shows how important it is to pay a special attention to pedagogical issues relative to Gen Y’s learning style and learning preference. To illustrate, Pletka (2007) writes that a significant number of American youth drop out of high school in part because they feel disengaged in the traditional classroom, where they do not feel comfortable anymore with the way teachers teach them (2007:121). Trilling & Fadel (2009), from whom the term ‘the Knowledge Age’ in this paper comes, identify eight common attitudes, behaviors, and expectations of the net geners that clearly distinguish them from their parents (Trilling & Fadel 2009:29-30). Skiba (cited in Reilly 2012), a researcher in nursing education, concludes in her study that ‘the old way’ of schooling, namely the teacher as “sage on the stage,” is not effective with Gen Y (Reilly 2012:3). Lastly, a survey carried out by Peter Reilly (2012) with 100 middle school students in Aguascalientes, Mexico, reveals that 71 percent of the students describe their English class as “boring” or “very boring” because while the young people spend significant time in front of the screen at home, public schools in Mexico have limited funds to afford the technology for classrooms (Reilly 2012:3-4).

This paper is written with Gen Y and their children Gen Z in mind, attempting to elaborate as completely as possible on three technology-integration models that can be implemented in any EFL class or school, along with an analysis of their strengths, weaknesses, and opportunities respectively, in the hope that it will give some enlightenment on the best model to apply for Gen Y, Gen Z, and other generational cohorts living

¹ This paper is dedicated to Ms. Selestin Zainuddin for her pivotal endeavor to accommodate Gen Y’s learning style with ‘Oxford-LIA Project’ and her wholehearted efforts in implementing 21st Century Skills scheme at LIA learning institutions all over Indonesia.

in 'the Knowledge Age'. It proceeds with some strategies deduced out of the Strength-Weakness-Opportunity (henceforth, SWO) analysis and it concludes with a suggestion for interested parties trying to implement the best of the three.

Key Terms Defined

Before delving into the main issue, it is necessary to define clearly some key terms used in this paper, namely blended learning class (henceforth, BL class), online learning class or virtual learning class (VL class), and offline learning class (OFL class), and SWOT analysis as well.

BL class is a class that uses blended learning to achieve its learning goals. Thorne (2003) explained that blended learning is learning that, 'like its name suggests, blends online learning with more traditional methods of learning and development.' (Thorne 2003:2). This class favors integration of the innovative and technological advances obtained by online learning with the interaction and participation offered in the best of traditional learning. In other words, blended learning is a mix of multimedia technology, CD ROM video streaming, virtual classrooms, voicemail, email and conference calls, online text animation and video streaming, combined with traditional forms of classroom training and one-to-one coaching (Thorne 2003:16). While blended learning class joins virtual learning and conventional face-to-face learning, VL class prefers online learning alone, using the Internet facilities and features or communication technologies such as computers, mobile phones, smartphones, tablet computers, iPads, and the like. This kind of class is exemplified in a distance course, where all of the learning process takes place fully online and students never need to go to the school or the campus (Lynch 2004: 24-25). OFL class, lastly, is class with traditional face-to-face instruction, where students are required to attend all classroom sessions and do not need to connect to the Internet so as to access teachers' presentations.

According to *Wikipedia*, SWOT analysis is a basic strategic planning method used to evaluate the strengths, weaknesses, opportunities, and threats involved in a project or in a business venture so as to make feasible strategies (cited in Chan 2011). SWOT analysis is executed by filling in a four-dimensional matrix (see Table 1). Within its grids are rubrics called 'Strengths', 'Weaknesses', 'Opportunities', and 'Threats'. 'Strengths', in terms of business firm, refer to characteristics of the business or team that give it an advantage over others in the industry, whereas 'Weaknesses' are characteristics that place the firm at a disadvantage relative to others. 'Opportunities' are external chances to make greater sales or profits in the environment, while 'Threats' are external elements in the environment that could cause trouble for the business (Chan 2011:148). SWOT analysis is generally carried out in the following steps. First, analyze business's external environments to find out opportunities and threats a business faces. Second, analyze business's internal factors to find out strengths and weaknesses a business possesses. Third, allocate external opportunities and threats with internal strengths and weaknesses (Chan 2011:148).

In this paper, the SWOT analysis lends itself to being used in terms of three classroom models mentioned above, since it is instrumental in finding strengths, weaknesses, opportunities and threats embodied in the three models. 'Threats' section, however, is an exception; 'Threats' are deliberately omitted since external environments troubling the implementation of the three models are purposefully unattended in this paper. Additionally, SWOT analysis here will only focus on four key elements in implementing the latest educational technologies: school, its students, its teachers, and technology the school makes use of.

Offline Learning (OFL) Class

As explained above, this kind of class adopts a negative stance on the integration of the latest ICTs into itself, and is in favor of the utilization of conventional instructional technology in order to improve EFL learning and teaching quality. School and its stakeholders are always ready to guarantee availability of teaching aids, instructional technology, pre-service as well as in-service trainings for teachers so that teaching and learning process run well, as required by school curriculum. Teachers are always ready to teach students in best manner; they are well-equipped with EFL theories, EFL teaching methodology, EFL teaching approaches, and EFL teaching techniques and strategies to use in their teaching of the four skills (writing, speaking, reading and listening). Students are always with teachers in class, so they can be guided, taught, and given feedbacks with no trouble, and they can effortlessly ask for teachers' assistance when needed. Interaction between student/student and teacher/student takes place face-to-face, so it can avoid misunderstanding. All instructional media and technology of 1980s that include DVDs and their players, CDs and their players, radios, cassettes and their players, TVs, videos, and computer apps completely enable teachers to support and accomplish their teaching. However, school and its stakeholders show their opposition to updating of educational technology through adopting the newest ICTs to be integrated into it, because of which the school does not facilitate the use of ICTs. Also, school overlooks aspirations and needs of Generations Y and Z, who nowadays grow more and more in number and need understanding. Teachers have problem relative to teaching two productive skills in an EFL environment, that is, speaking and writing. During speaking skill practice, for instance, teachers can only have students speak to class teachers and to their classmates, who are all non-native speakers; they lack exposure to

natural model of native speaker's pronunciation, intonation, and stress, which later will impact on students' unfamiliarity when talking to native speakers in person (Alberth 2013:10). In fact, this weakness can be lessened by hiring a native speaker teacher, which sadly exceeds school's budget, since hiring a native speaker teacher costs more than installing WiFi protocol. Additionally, while allocating time to practice writing skills, teachers can only urge students to write to class teachers, to their peers, and to imaginary readers, who are again non-native speaker writers; they have little access to real native speakers' conventions of writing. This weakness can also be reduced by hiring a native speaker teacher, to whom students have to write to, yet school still have to pay more for hiring one than for integrating the latest ICTs. With class teachers and the available printed books as the only source of knowledge in class, students can learn things only from them; any knowledge or information other than those taught cannot be accessed. This means class limits their knowledge. Teaching source and learning source, as a consequent, are limited too. Moreover, because they are exposed to the latest ICTs such as the Internet in an outside-class environment, namely Internet cafes, they are not equipped with some knowledge of how to criticize information, how to critically sort reliable information out of unreliable one, how to organize a diverse array of information for effective learning—survival skills only possibly taught in a learning environment conducive to the use of the Internet (Grigoryan & King 2008:2). As far as teaching of listening skill is concerned, instructional media and technology such as DVDs, CDs, cassettes, radios, TVs, computer apps, do not provide real or authentic listening situations; they are made-up for course purpose. Also, the technology does not place students in a situation where they listen to and immediately react or respond to their interlocutor interactively; the technology only makes students listen as passive listeners. They cannot interact since their interlocutor, namely the real native speaker, does not really exist.

Table 1: a SWOT analysis matrix

	Helpful to achieving the objective	Harmful to achieving the objective
Internal origin (attributes of the organization)	Strengths	Weaknesses
External origin (attributes of the environment)	Opportunities	Threats

Blended Learning (BL) Class

While OFL class has a more favorable response to the utilization of traditional instructional technology to enhance EFL learning and teaching than to the inclusion of the latest ICTs, BL class maintains an attitude of preference for fusing the virtual mode of teaching into traditional offline instruction. In this implementation model, just like the former, school and its stakeholders are always ready to guarantee availability of teaching aids, instructional technology, pre-service as well as in-service trainings for teachers so that teaching and learning process run well, as required by school curriculum. Moreover, this school takes a positive position on adopting the latest ICTs and does virtual class and traditional bricks-and-mortar class justice. Likewise, teachers are always ready to teach students in best manner; they are well-equipped with EFL theories, EFL teaching methodology, EFL teaching approaches, and EFL teaching techniques and strategies to use in their teaching of the four skills (writing, speaking, reading and listening). In addition, they are also trained to make an effective use of the latest ICTs such as the Internet, smartphones, iPads, as well as Android-based tablet computers, and the like for EFL teaching, and best understand psychology of learning of both Generations Y & Z. Students are partly with teachers in class and are partly online. Being both in class and online, they can be guided, taught, and given feedbacks with no trouble, and they can effortlessly ask for teachers' assistance when needed. They are also taught survival skills of 'the Knowledge Age', that is, new literacy skills in criticizing information, critically sorting reliable information out of unreliable one, and organizing a diverse array of information for effective learning as well. Additionally, students' varying learning styles, learning preferences, and learning needs are highly appreciated and seriously attended to, including those of Generations Y & Z. All instructional media and technology of 1980s such as DVDs and their players, CDs and their players, radios, cassettes and their players, TVs, videos, and computer apps are utilized together with the 21st century's ICTs like the Internet, smartphones, iPads, Android-based tablet computers and the like. They are all employed to support and to best accomplish their learning as well as to cater to learning preference of Generations Y & Z. Also, a Learning Management System (LMS) is built to establish sustainability of online learning. However, school and its stakeholders have to spend more money to implement this kind of class since blended learning class typically cost two to three times (and sometimes more) as much as face-to-face instruction or virtual programs do; they have to pay for both face-

to-face instruction by teachers on one side and installation of the Internet devices on the other (Bersin 2004:16). Teachers have two burdening endeavors: preparing both face-to-face instruction materials and virtual class materials, and synthesizing both of them for quality EFL teaching. They do not share as very much freedom to choose learning materials of their interest as those in VL class; they have to receive all knowledge delivered online and offline by teachers with very little autonomy, which may stifle their sense of creativity and decrease their intrinsic motivation. Maintenance of LMS and its troubleshooting may cost a lot of money.

Virtual Learning (VL) Class

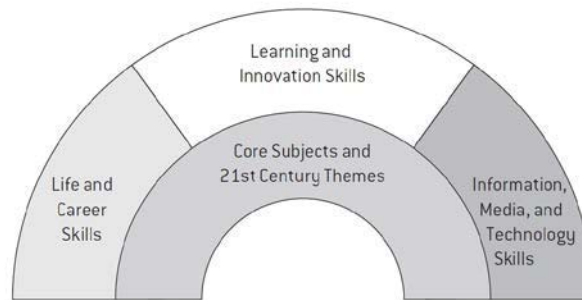
Whereas the two other models take a dislike to a complete integration of the most current ICTs, VL class accords with it. While schools implementing BL class scenario have to spend more money than they think, schools which implement VL class scenario do not get bothered by excessive money problem; they only need financial capital for the Internet, Learning Management System (LMS) management, and at least one resourceful EFL teacher with great mastery of digital literacies and great virtual learning training, that gains a competitive edge with Gens Y's and Z's proficiency. Like both BL model and OFL model, teachers in VL class model are always ready to teach students in best manner; they are well-equipped with EFL theories, EFL teaching methodology, EFL teaching approaches, and EFL teaching techniques and strategies to use in their teaching of the four skills (writing, speaking, reading and listening). In addition, they are also trained to make an effective use of the latest ICTs such as the Internet, smartphones, iPads, as well as Android-based tablet computers, and the like for EFL teaching, and best understand psychology of learning of Generations Y and Z. Moreover, they are well-trained in virtual learning pedagogy and digital literacies. They spearhead all the online teaching, online practice, online activities, and online assessment. Students, however different degree of proficiency of their digital literacies is, are treated as Gen Yers or people with mastery as much as Gen Yers'. Being so, students interact with teachers online; they are taught online, practice what taught online, do activities online, and are assessed online. Further, they gain very much freedom and autonomy to choose sources of learning from an ocean of websites in a planet of Net (Scholnik, Kol & Abarbanel 2006:16). Also, they can get connected very easily using the latest ICTs they own with people of diverse nations (including English speaking countries), practicing their productive skills as well as receptive ones and exercising their digital literacies for reaching certain learning objectives (Chinnery 2005:15). For both school and teachers, all they need are computers, the Internet, some pieces of electronic apparatus that enables good quality of the Internet connection, software to well maintain LMS, and a good digital camera. As for students, common gadgets are useful such as computers with multimedia facility, iPads, smartphones, tablet computers, a good digital camera, a headset or earphone, a set of speakers, and a microphone. However, schools implementing this VL model do not accommodate and meet aspirations and needs of learners other than Generations Y and Z. To admit to these schools, learners are strongly required to get high level of mastery of digital literacies like the one Gens Y and Z masterfully do, which may hinder learners who do not yet get the new literacies. Due to their new role as spearheads of online teaching, teachers have to prepare all online materials, from a warm-up stage, presentation stage, practice stage, through assessment stage and feedback-giving stage. Further, they have to do researches on various websites, website contents, website features and facilities so as to meet the objective of their teaching. They also have to teach skills of critical use of the Internet so that students can critically make use of the Net information; all of which may burden their job as teachers. Students oftentimes blur their personal use of the Internet and their academic one, which results in 'informality of formal academic things'. For example, they use informal register in their academic essay, which lower the academic nature of the essay (Ancker 2002:5-6). Further, students' online lifestyle may bring about their low level of physical interaction with other people, which stifles their socialization and causes a potential tendency of anti-social behavior. Similarly, maintenance of LMS and its troubleshooting may cost a lot of money.

One Great Opportunity

The three implementation models share similar opportunity; 'opportunities' analysis, therefore, is elaborated here for all the three.

The latest trend that has spread across every corner of the globe is *the 21st Century Skills Movement*. Begun with the book publication of its inventors, Bernie Trilling & Charles Fadel, in 2009, this movement has been drawing global attention for its promising educational agenda and its ambitious vision for the future education. Its aspiring vision lies on its *the 21st Century Knowledge-and-Skills Rainbow* (see Table 2), which integrates three skills: life and career skills, learning and innovation skills, and information, media, and technology skills (Trilling & Fadel 2009:48).

Table 2: the 21st Century Knowledge-and-Skills Rainbow



Trilling & Fadel (2009) exemplifies how these three skills can be integrated in a collaborative project of making an educational website involving six teenagers of different countries, called 'The SARS Project' (Trilling & Fadel 2006:46), as follows:

In 2003, six high school students—Kian Huat from Kuala Lumpur, Malaysia; Ming Han from Singapore; Barthe and Jorrit (twins) from Veghel, the Netherlands; Ahmed from Cairo; and Van from Philadelphia—collaborated online to create a site on a topic of great concern at the time—the deadly outbreak of the Severe Acute Respiratory Syndrome, or SARS, virus. The global team of students had to do all the work involved in producing an engaging educational Web site: researching the topic, interviewing experts, writing the text, designing and creating the look and feel of the site (the layout of text, images, illustrations, animations, and videos), and programming the site's interface, navigation, interactive games, and quizzes. The geographic dispersion of the team, and the vastly different time zones they lived in, made the use of online tools to plan, schedule, communicate, and coordinate all of their work essential. We refer to the SARS project often to provide concrete examples of how students develop each of the 21st century skills.

The first set of 21st century skills focuses on critical learning skills and innovation, which ranges from critical thinking and problem solving (expert thinking), communication and collaboration (complex communicating), to creativity and innovation (applied imagination and invention), whereas the second set concentrate on information, media and technology skills, which comprises information literacy, media literacy, and information and communication technology (ICT) literacy. As for the last set of 21st century skills, life and career skills, covering flexibility and adaptability skills, initiative & self-direction skills, social and cross-cultural interaction skills, productivity and accountability skills, and leadership and responsibility skills as well (Trilling & Fadel 2009:47-86).

How all these skills are merged is well-illustrated in the case of the SARS Project. At the outset of their project, the student team was confronted with an immense amount of website information, such as the biology of the SARS virus, the medical reports on the virus's effects on the body, the most effective methods to prevent and treat the disease, the mathematical and epidemiological data on the spread of the disease, and the social and governmental responses to monitoring and controlling the outbreak. They used their critical learning skills and innovation here by critically sorting out all the information, analyzing each of it, interpreting it, evaluating it, summarizing it, synthesizing all the information, and finally applying the results to solve SARS issue (Trilling & Fadel 2009:51). Then, afterwards, the team members used their reasoning skills to present a clear and logical story of how the SARS outbreak started and spread (Trilling & Fadel 2009:53). Further, they solved a number of website design problems in presenting the SARS story effectively, choosing the best methods to communicate their findings to their audience (Trilling & Fadel 2009:53). Additionally, they applied their complex communication skills by exchanging nearly three thousand messages during the project using the latest ICTs, working from four different time zones (Trilling & Fadel 2009:54). They also applied their creativity and innovation skills when discussing their website content and visual design (Trilling & Fadel 2009:56). In short, they used the first set of 21st century skills in this stage. In the second stage, they utilized the second set of 21st century skills. In here, they ensured the web information was credible, accurate, and reliable. They decided which information was most useful and interesting and how to organize and display it to keep their users—students like themselves—engaged (Trilling & Fadel 2009:66). Finally, in the third stage, they made use of the third set of 21st century skills, namely flexibility and adaptability skills, initiative & self-direction skills, social and cross-cultural interaction skills, productivity and accountability skills, and leadership and responsibility skills. Firstly, they used their flexibility and adaptability skills when adapting their different time zones to finish the project. The first member passed text written in one time zone to the second member in the next time zone

for illustration, then on to the third member in the third zone to assemble all the elements into a working web page, and finally to the last member to test, edit, and suggest revisions for the team's next round of work (Trilling & Fadel 2009:76). Additionally, they used both initiative & self-direction skills and social and cross-cultural interaction skills throughout the project process by relying on each other to help solve problems or to find answers to their questions on the Internet. They only asked for their coaches' assistance at the start of the project and occasionally during the course of the project only when they hit particularly tricky technical issues (Trilling & Fadel 2009:78). Lastly, they used their productivity and accountability skills as well as leadership and responsibility skills when they showed their responsibility for a part of the work that needed to be done and being mindful of how that part would be woven into other work done by other team members. Three levels of responsibility and teamwork shown by all members—individual leadership, coordination between team members, and overall team collaboration toward a common vision—were crucial elements that made success of the SARS project possible (Trilling & Fadel 2009:84). The all-integrating force of this skills movement has been interesting interested parties in international setting. Indonesian Ministry of Education, as an illustration, integrated the 21st century skills into its newly-issued curriculum of 2013. It took *the 21st Century Knowledge-and-Skills Rainbow* diagram without any reserve on to its printed handbook on the application of the new curriculum. This latest trend, in summary, proposes a good opportunity for the three implementation models explained above to be applied in any school, especially EFL learning institutions.

One Integration Strategy

Evidently, all the three technology-integration models can develop a proper strategy after the exhaustive internal and external analyses undertaken above. As far as integration of the latest educational technology is concerned, the three models can take advantage of their strengths to fully exploit the newly-developed 21st century skills movement. In other words, all the three can establish themselves as 21st century skills-oriented. By reducing its weaknesses, the traditional face-to-face class (OFL class), by way of illustration, can develop information, media and technology skills, with which students of OFL class make efficient use of the latest ICTs, critically access web learning sources by means of the technologies, and get trained to use multimedia of learning to their fullest educational benefit. Similarly, BL class can develop three skills: information, media and technology skills, critical learning skills and innovation as well as life and career skills. With these three, BL class will foster students' creativity more than it has done beforehand, by giving them more freedom to choose learning sources of interest so that their intrinsic motivation of learning increases. By the same token, the class implementing VL model can also develop two skills to reduce its weaknesses and to exploit its strengths, namely communication and collaboration skills and life and career skills. With these two, students in VL class will grow collaborative and communicative skills so as to lessen their anti-socialization tendency, and will instill in themselves sense of responsibility and of accountability so that they do their learning responsibly within the freedom of choice they have so far enjoyed. Last but by no means least, by reducing all the weaknesses embodied in the three models, it is definitely possible to develop a most promising strategy, namely 'integration' strategy, where all strengths of the three models are combined, then, are integrated into the future education blueprint of 21st century skills movement. With this strategy, learners of Gen Y, Gen Z, and of other cohorts alike will take benefits to the fullest of the latest ICTs mushrooming nowadays.

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**THE EFFECTIVENESS OF USING *TELL ME MORE*
TO ASSIST TEACHING PRONUNCIATION OF ENGLISH
VIEWED FROM STUDENTS' SELF-CONFIDENCE**

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Abstract: An important part of learning a new language is to pay great attention to pronunciation. Tell Me More is language learning software by Auralog which offers the students a diverse set of pronunciation activities with high levels of interaction and fully engaging the student in the learning process. Tell Me More enables the teacher to have more quality time in the classroom. The objective of this research is to identify whether Tell Me More is better than Rosetta Stone to assist teaching pronunciation of English. This experimental research was carried out to University students of English Department. The population was the second semester students. Two classes taken in this research were the experimental class and the control class. The independent variables are the use of teaching media and the attributive factor is students' self-confidence while the dependent variable is pronunciation skill. Results: (1) Tell Me More is more effective than Rosetta Stone to assist teaching pronunciation of English; (2) students having high self-confidence have better pronunciation skill than students having low self-confidence; and (3) there is an interaction between the media used and students' self-confidence in teaching pronunciation. Tell Me More is more effective than Rosetta Stone in teaching pronunciation for students having high and low self-confidence.

Keywords: *Tell Me More, Rosetta Stone, pronunciation, self-confidence, experimental study*

Introduction

The main point of a language is to enable easy communication and one of the best ways for people to communicate are through speaking. Students are said to have a good speaking skill if they are able to pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. Hence, pronunciation becomes one of the aspects in the speaking skill. Students are said to have a good pronunciation skill if they are able to use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said. Students need also to know what sounds are available in the target language but not in their own mother tongue, and vice versa. Therefore, an important part of learning a new language is to pay great attention to pronunciation.

According to Baker and Sharon (1990: 50), pronunciation is very important, and students should pay close attention to pronunciation as early as possible. Scarella and Oxford (1994: 92) similarly postulate that pronunciation should be taught in all foreign language classes through a variety of activities. Considering that pronunciation has a significant role in language learning, it should receive more attention in the instructional process. To help the students in advancing their pronunciation skill, the teacher can use many various teaching media. Media help the teacher as a means of communication to convey the message more concretely and motivate the students' interest in learning English. In this research, the media in the form of language-learning software that will be used are *TMM (TMM)* and *Rosetta Stone (RS)*.

Besides teaching media, students' pronunciation skill is also influenced by their self-confidence in learning pronunciation. According to Brown (1994: 114-115), self-confidence is commonly defined as essentially an attitude which allows us to have a positive and realistic perception of one's abilities and ourselves. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism, and emotional maturity. In other words, self-confidence is commonly defined as the sureness of feeling that one is equal to the task, and it is characterized by absolute belief in the ability.

Therefore, in this research the researcher wants to investigate whether or not the teaching model by using *TMM* can achieve the goal of teaching pronunciation better with problem statements as follows: 1) Is *Tell Me More* more effective than *Rosetta Stone* in improving students' pronunciation skill?, 2) Do students having high self-confidence have better pronunciation skill than students having low self-confidence?, and 3) Is there any interaction between teaching media and students' self-confidence in improving students' pronunciation skill?

Research Method

Related to the objective of this research, the method that is used in this research is experimental method. Nunan (1992: 24) states that experiments are carried out in order to explore the strength of relationships between variables. While according to Burke (2000: 23) the purpose of experimental research is to determine cause and effect relationship. In this research, a 2 x 2 factorial design was carried out with two factors. The first factor has two levels, i.e. *TMM* and *RS* and so does the second one, i.e. high self-confidence and low self-confidence.

The population of the research was the second semester students of English Education, Faculty of Teacher Training and Education, Sebelas Maret University in the academic year of 2012/2013. The total population was 104 students which consist of three classes. The writer used cluster random sampling. The writer used lottery to choose the two classes of the sample. The sample taken from the population were 72 students coming from two classes. The techniques of collecting data were a non-test (a questionnaire for self-confidence) and a test (pronunciation test of recording students' performance). The questionnaire and the pronunciation test were valid and reliable after they were tried out. The data of pronunciation test were analyzed by using multifactor analysis of variance 2x2. Then, it was analyzed by using Tukey test. It was used to know the significant difference between cells.

Research Findings and Discussion

The multifactor analysis of variance 2x2 are described as follows:

Table 1. Multifactor Analysis of Variance

Source of variance	SS	df	MS(SS/df)	F _o	F _t (.05)
Between columns	1750.3472	1	1750.3472	112.8840	4.00
Between rows	539.0139	1	539.0139	34.7623	4.00
Columns by rows	66.1250	1	66.1250	4.2646	4.00
Between groups	2355.4861	3	785.1620		
Within groups	1054.3889	68	15.5057		
Total	3409.8750	71			

Based on the table 1, it can be concluded that:

- Since F_o between columns (112.8840) is higher than F_t ($F_o > F_t$) at the level of significance $\alpha = 0.05$ (4.00) and F_t at the level of significance $\alpha = 0.01$ (7.08), the difference between columns is significant. H_o is rejected. The mean score of the students who are taught by using *TMM* (77.47) is higher than the mean score of those who are taught by using *RS* (67.61). It can be concluded that *TMM* is more effective than *RS* to teach pronunciation.
- Since F_o between rows (34.7623) is higher than F_t ($F_o > F_t$) at the level of significance $\alpha = 0.05$ (4.00) and F_t at the level of significance $\alpha = 0.01$ (7.08), the difference between rows is significant. H_o is rejected. The mean score of students having high self-confidence (75.28) is higher than the mean score of those who have low self-confidence (69.81). It can be concluded that the students having high self-confidence have better pronunciation skill than those having low self-confidence.
- Since F_o interaction (4.26) is higher than F_t ($F_o > F_t$) at the level of significance $\alpha = 0.05$ (4.00). H_o is rejected. It can be concluded that there is interaction between the two variables, teaching media and self-confidence to teach pronunciation.

Table 2. Summary of Tukey test

Between groups	q _o	qt(.05)	Meaning	Category
A1 - A2	15.0256	2.86	q _o > qt	Significant
B1 - B2	8.3381	2.89	q _o > qt	Significant
A1B1 - A2B1	12.6898	3.00	q _o > qt	Significant
A1B2 - A2B2	8.5596	3.00	q _o > qt	Significant

The finding of q is found by dividing the difference between the means by the square root of the ratio of the within group variation and the sample size.

- As q_o between columns (A₁-A₂) (15.0256) is higher than qt at the level of significance $\alpha = 0.05$ (2.86), *TMM* differs significantly from *RS* for teaching pronunciation. The mean score of the students who are

taught by using *TMM* (77.47) is higher than that of those who are taught by using *RS* (67.61). It can be concluded that *TMM* is more effective than *RS* for teaching pronunciation.

- b. As q_0 between rows (B_1-B_2) (8.3381) is higher than q_t at the level of significance $\alpha = 0.05$ (2.86), students having high self-confidence differ significantly from those having low self-confidence on their pronunciation skill. The mean score of students having high self-confidence (72.58) is higher than that of those who have low self-confidence (69.81). It can be concluded that students having high self-confidence have better pronunciation skill than students having low self-confidence.
- c. As q_0 between cells (HSC) $A_1B_1 - A_2B_1$ (12.6898) is higher than q_t or $q_0 > q_t$ at the level of significance $\alpha = 0.05$ (3.00), *TMM* differs significantly from *RS* for teaching pronunciation for students having high self-confidence. The mean score of students having high self-confidence who are taught by using *TMM* (81.17) is higher than that of those who are taught by using *RS* (69.39). It can be concluded that *TMM* is more effective than *RS* to teach pronunciation for students having high self-confidence.
- d. As q_0 between cells (LSC) $A_1B_2 - A_2B_2$ (8.5596) is higher than q_t or $q_0 > q_t$ at the level of significance $\alpha = 0.05$ (3.00), it can be concluded that *RS* differs significantly from *TMM* for teaching pronunciation for students having low self-confidence. The mean score of students having low self-confidence who are taught by using *TMM* (73.78) is higher than that of those who are taught by using *RS* (65.83). It can be concluded that *TMM* is more effective than *RS* to teach pronunciation for students having low self-confidence.

The following is the discussion of the research findings.

1. Using *TMM* is more effective than *RS*.

From the student perspective, not only is the learning with the program engaging and fun, *TMM* provides them with instant answers and feedback which enhances their learning. The software allows students to practice speaking and skills repeatedly, unlike with a human study partner who may become impatient. Students spend hours practicing their speaking skills with consistent feedback in a safe, unassuming environment. Moreover, students will understand easily how the sounds are produced because computer animations illustrate the inside of the vocal tract and the movements necessary for proper articulation of sounds. Features such as these should be an important aid to teachers who do not have the resources to instruct students individually in pronunciation.

Yunus et al. (2010: 687-689) provide findings about the utilization of *TMM* in the teaching and learning of English as follows. In terms of ease of use of the software in learning English language, the findings showed that majority of the students agreed that *TMM* software is easy to use probably because the students found the language used in the courseware was clear and easy to understand. The findings from the interview revealed that the English language lecturers agreed that the courseware is easy to use because it is a simple courseware and very user-friendly. In terms of usefulness of the courseware in learning English language, the results clearly demonstrated that all of the students agreed that *TMM* courseware helps them in improving their English language proficiency and almost all agreed that the courseware is useful for English language learning. Responses from the interview showed that all of the English language lecturers think that the courseware helps their students in improving their proficiency especially in pronunciation. In terms of suitability of the courseware, the findings from the questionnaire showed that the courseware is a suitable tool for learning English language. As for the meaning focus, the results demonstrated that almost all of the students reported that they understand and enjoy the pronunciation activities provided in *TMM*. Based on the research findings above, it can be concluded that *TMM* is very effective in the teaching and learning of English especially pronunciation.

2. Students having high self-confidence have better pronunciation skill than those having low self-confidence.

Self-confidence is a psychological aspect that plays important role for the students in achieving the goal of learning pronunciation. It is the strength of belief about one's abilities, which is characterized by positive and realistic perception of him/herself and his/her abilities. Kanar (2011: 18) states that several characteristics of the students having self-confident are flexible, self-motivated, intellectual risk taker, enthusiastic, responsible, self-managed, involved, focused, committed, pragmatic, persistent, empathetic, emotionally intelligent, and future oriented.

Based on those characteristics of students having self-confidence above, it can be assumed that students having high self-confidence have a tendency to be more active during lesson is on progress and will perform better in pronunciation activities. They tend to show their optimistic in pronunciation activities, such as pronouncing a word or sentence aloud and having high concentration while pronounce a word or sentence. They believe that they have capability to pronounce intelligibly while using the language-learning software. Meanwhile, students having low self-confidence will tend to perform inactively in participating teaching learning process. They lack of optimistic in solving the problems faced during pronunciation activities.

From the discussion above, it can be assumed that the students having high self-confidence perform better in achieving the goal of pronunciation than those having low self-confidence. Consequently, students having high self-confidence have better pronunciation skill than those having low self-confidence

3. There is interaction between teaching media and students' self-confidence in teaching pronunciation.

From the summary of Tukey on point c and d, the result shows that the use of *TMM* gives the same result to the students having high and low self-confidence. The researcher will elaborate this discussion as follow. Both of the media used in this research, *TMM* and *RS*, are categorized as language-learning software which has many features of pronunciation exercises. Both have specific features that differ each other. *TMM* has many better features to teach pronunciation of English than *RS*. In this research, students having high self-confidence used and explored the feature of media enthusiastically and optimally to motivate themselves to achieve the best result of pronunciation skills. In contrast, students having low self-confidence will only use media as learning aids. Media and self-confidence have an impact and contribution to students' pronunciation learning. Consequently, there is interaction between teaching media and students' self-confidence in teaching pronunciation.

Conclusion and Suggestion

Based on the data analysis, the researcher comes to the conclusion of research findings as follows; (a) *TMM* is more effective than *RS* in teaching pronunciation; (b) Students having high self-confidence have better pronunciation skill than those having low self-confidence; and (c) There is an interaction between teaching media (*TMM* and *RS*) and students' self-confidence in teaching pronunciation for the second semester students of English Education, Faculty of Teacher Training and Education, Sebelas Maret University in the academic year of 2012/2013. The use of *TMM* as a teaching media can facilitate students in pronouncing English words and sentences more intelligible so that students' pronunciation skill and speaking competence will be better, in line with Morley's (1991: 488) statement, that intelligible pronunciation is an essential component of communication competence.

There are some suggestion for the teachers, students, and other researchers. The teacher should consider self-confidence as one of factors which influence student's success in improving pronunciation skill. Teachers can use *TMM* to improve the students' pronunciation skill especially for students having high self-confidence. For the students having low self-confidence, they need more guidance and extra attention from the teacher. Teachers need to improve better sense of self-confidence of students having low self-confidence in doing pronunciation activities. *RS* can be a alternative media to be applied for the students having low self-confidence. To improve pronunciation skill, students need to be more confident in doing pronunciation activities during teaching and learning process. They also need to optimize the use of the language-learning software by using them out of the classroom. The result of this study can be used as additional reference for further research in different context that will give contribution in teaching pronunciation.

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BLENDED CLASSROOM IN ENGLISH WRITING CLASS: A PILOT PROJECT

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Abstract: The digital shifts in academic world have been widely used to enhance language learning. This paper describes a pilot project on the adoption of a blended approach, i.e. the physical and virtual classroom approach, in learning writing skill for the second semester university students majoring in English language and literature. The purpose of using the blended learning approach is to increase the participation and understanding of the students in the learning process. In addition, it aims at encouraging students to be more active in discussions which can be quite difficult in large-sized classes. The physical classroom is used, in a traditional manner, e.g. physical interactions between teachers and students. Meanwhile, the virtual classroom is used, among others, to allow a class to have online discussion (with text) (Whitney, 2002), either with the whole class or with smaller groups. It is as well possible to share documents, such as essays or summaries with other students in the virtual classroom. The blended learning method is especially useful for language teacher as well as curriculum designers.

Keywords: *blended classroom, physical classroom, virtual classroom, writing skill*

Introduction

The use of information technology in learning and teaching English has increased in accordance with the development of the technology itself. The increased use of technology in learning and teaching is the result of the growing awareness of learners and teachers of the importance of technology in supporting the learning process. The broader range of internet connection brings a shift in the approach of learning from the traditional face to face into the virtual one. The availability of information technology and internet connection in educational institutions and the accessibility of electronic learning tools have pushed the possibility of implementing virtual learning as a support to traditional learning. The combination of traditional face to face and virtual learning is known as "blended learning" (Marsh, 2012). The blended learning approach is relatively a new learning concept. However, according to Marsh (2012: 30), recent research on blended learning indicates that this approach can significantly enhance the learning experience, if it is applied appropriately.

The blended learning approach is implemented in the class of writing expository texts. There are 27 students of the second semester participating in the class. They major in English language and literature of the Faculty of Letters, Udayana University. The class is taught once a week for three hours. The implementation of blended learning is a pilot project aiming at increasing participation and understanding of students in the learning process. Moreover, this approach is intended to encourage students to participate more actively in the discussion.

Related Concept

There are some terms involved in the use of learning technologies, such as distance learning, online learning, e-learning, and blended learning.

Distance learning is a mode of delivering education and instruction to students who are not physically present in a traditional setting such as a classroom (http://en.wikipedia.org/wiki/Distance_education). In distance learning, teachers and learners are separated by physical distance.

Online learning is a kind of learning that relies on computers connected to the internet. In online learning, the responsibility lies on the learners while the teacher acts as the facilitator, mentor, provider, and the learning objective setter. (https://www.teachers.cambridgeesol.org/ts/digitalAssets/116069_Blended_Learning_FAQs_Nov10.pdf).

E-learning involves things like online learning with more varied electronic media, such as the use of CD-ROMs, DVDs, TVs, etc. as the source of learning materials. E-learning can be done inside or outside the classroom. (<http://en.wikipedia.org/wiki/E-learning>).

Blended learning refers to a mixing of different learning environments (Marsh, 2012:30), that is a combination of face to face and self-directed online approaches. These approaches allow learners to learn at a convenient time and space but remain constrained by the time limit agreed upon.

Related Studies

Researches on blended learning have been widely performed. Many researchers reported that the implementation of blended learning demonstrated significant benefits in the learning process. Boyle (2003) reported that blended learning can improve test scores and many also reported that learners showed positive attitude towards the implementation of such a mixed approach.

Kocoglu (2011) proved that blended learning is as effective as face to face learning approach. Kocoglu rejects researches that say that blended learning is superior as compared to face to face learning in terms of student learning. Krasnova (2013) found that implementing blended learning can save time and provide a learning environment that is flexible and convenient. Blended learning also has great potential in teaching foreign languages because it provides a great opportunity to integrate innovative and technological advances of online learning with interaction and participation of traditional learning.

Adopting new teaching approaches, such as blended learning, often finds little challenges. However, recent trends indicate that blended learning is an excellent way to prepare teachers and teaching institutions in implementing online learning (Kenny, 2011).

Blended learning in the teaching of writing has not been adequately done. However, Fennel and Bakir, (2003) found that practicing blended learning approach enables learners to communicate better and clearly written.

The Teaching of Writing

Experience has shown that learners often feel that they are weak in expressing their ideas in written mode. Some say that the writing assignment given by the teacher on an ongoing basis sometimes make them bored. This situation resulted in a declining interest on the part of the learners to participate actively in the learning process, especially in classes which are relatively big in number. It also resulted in the understanding of the topic being taught or discussed was less or unsatisfactory. To motivate the participation of the learners and to enhance the learners understanding of the topic being taught, in this case, writing expository texts, blending approach can be an alternative.

Implementation of Blended Learning in English Writing Class

Blended learning has not been part of the curriculum currently implemented in our institution. Consequently, this approach is applied to support the syllabus that is currently applicable. There are two tools that are used in teaching writing including Nicenet and Google Drive.

a. Nicenet

Nicenet, to be found at www.nicenet.org, is a free web-based virtual classroom. It is a place where the members of a group can share information, ask questions, and get extra helps from the members of the group. It is a computer mediated conferencing system similar to e-mail and a bulletin board rolled into one. It is a private classroom accessible only with a special code.

Nicenet offers some services that are analogous real face to face classroom activities. The features are especially good for written communication. They are conferencing, scheduling, document sharing, personal messaging, and link sharing.

Conferencing

This feature is a kind of “discussion board” which allows a class to have a discussion (with text) online. It allows teachers to create conferencing on topics for the class or to allow students to create their own topics. Class members write messages in response to the topics that can be read by everyone else in the class simultaneously. Members can then respond to or reply the whole group or to individual writers.

Scheduling

This feature is similar to the classroom bulletin board that allows teachers to post schedule and necessary information. It is especially good for posting assignments and schedule updates.

Document Sharing

With this feature, students and teachers have the ability to publish their documents—essays or stories, for example, on the site for everyone else in the class. Students can submit assignments in this place and classmates can give feedback or the instructor can then evaluate the work or make suggestions for improvement. No knowledge of HTML is needed.

Personal Messaging

Similar to traditional e-mail, this feature allows the instructor (or other members of the class) to communicate privately with individual students, the whole class, or any grouping of classmates. The teacher can comment privately on conferencing postings or give private feedback on published papers. This is a useful feature for student groups to use, for example, to collaborate on projects. It can also be used to give special help or attention to a student with a particular writing problem.

Link Sharing

With this feature, members of the class (students and/or teachers) can post links to interesting internet resources and categorize them according to topics. In a more practical way, this feature can be used as a “library” of links to web-pages that will be used in class activities or that may be useful to students outside of the class.

Google Drive

Google Drive is a cloud storage system that allows members of the class to store documents, photos, videos, and other files online. It is a free of charge service provided by Google. It is one of the most popular cloud storage services available today, offering fifteen gigabytes (15 GB) of free storage space. It offers the users a lot of features, such as uploading and syncing files, creating files, converting documents, sharing and collaborating, etc. However, only the feature of sharing and collaborating applied in the teaching of writing in our class will be explained below.

Sharing files

With this feature, members of the class (teachers and/or students) can make file sharing simple. They share a file from their Google Drive and they can let others view and even edit that same file. They can choose to either share a file with a limited group of people or a large one. Sharing a file with a limited group of people, collaborators must sign in with a Google account to view or edit the file. However, sharing with a larger group or make a file public, collaborators will not need a Google account to access the file.

Apart from the mentioned way, members of the class can provide a stable link to any file in their Google Drive. A stable link is like a private web address for any file a member wishes to share. This way is especially helpful for files that would be too large to send as an e-mail attachment, such as music or video files. Members of the class can also share a file by posting the stable link to a public webpage. By clicking the link a member will be redirected to the file.

Collaborating on Files

This feature allows multiple people to edit the same file, allowing for real-time collaboration. Whenever the members share a file in a Google Drive format, they will have the option to allow the co-editors or members of a group to change and edit that file. Google Drive offers several tools that enhance collaboration by making it easier to communicate with the co-editors or group members and to see which changes have been made and by whom.

Online Activities

Here are example of online activities practiced in our writing classes in Nicenet and Google Drive.

Some Examples of Online Activities with Nicenet:

i. Self Introduction

Students introduce themselves and exchange comments on the facts of their classmates in the “conferencing” room. Alternatively, students interview the classmates in the physical classroom and later introduce their classmate to the rest of the class with Nicenet in the “conferencing” room. The classmates, then, have to visit Nicenet and check for the accuracy of what has been written about him or her and offer suggestions for revisions to the author. The next week, the teacher gives feedback to the class either in physical class or in Nicenet class based on what has been written about members of the class. The example of the activities can be seen at http://www.nicenet.org/ICA/class/conf_topic_show.cfm?topic_id=913078.

ii. Assignment Posting and Conferencing

On weekly bases, students have to post writing assignments in the “conferencing” room. The rest of the class should read all the posted texts (paragraphs), analyse the error, and comment at least three of the posted texts. Then, the teacher gives feedback to the class online or face to face in the classroom.

iii. Instruction for Assignment Posting

The teacher posts an assignment for final expository essay. Before writing an essay, students have to do a virtual excursion to at least two popular sites in foreign countries. In group of three, students must visit and observe carefully specific websites that the groups agree to visit. Each group must visit different websites. Alternatively, the teacher can provide links to websites to visit and list them in the “Link Sharing” area.

After the excursion, each group must discuss the result of their excursion and write a maximum 20 minutes online group presentation in video format. The group presentation should be uploaded to Google Drive that has been shared by the class members. The rest of the class must go to Google Drive and participate in the presentation. Then, they have to ask questions to the presenters and discuss them in the “conferencing” room.

Upon the completion of the presentation and discussion, students must write an individual draft of essay based on what they have experienced during the excursion. The draft should be peer-reviewed for peer-correction, comment or feedback from the agreed readers. The author, then, should refine his or her essay before it is submitted to the teacher and posted at the Google Drive.

Some Examples of Online Activities with Google Drive:

Google Drive provides some useful applications for documents, spreadsheet, presentation, forms, and drawing programs. One application that we use in Google Drive is the words processor, known as Google Docs. It allows the users to create and edit documents online while collaborating with other users live. Below are some examples of the use of Google Docs for file sharing and collaborative work.

i. Group Sign up

Using Google Docs we can ask students to do group sign up online. The group members will act as a team when they are required to do an assignment in groups. For example, group discussion, virtual excursion, etc. The teacher has to provide a Doc form file that contains slots for students’ number, students’ name, and group names. The students have to sign up their student numbers and names in the prepared form online. The example of group sign up can be seen at https://docs.google.com/document/d/1nOVgwV7-TVLb6HZZI_pum0aagKZfomE9O2mhtgbRjdgk/edit

ii. Sign up for Website Addresses

Using Google Docs, it is as well possible for the teacher to assign different tasks to different groups. For example, before doing a virtual excursion each group should register at least two popular website addresses in the form that has been provided by the teacher to avoid identical tasks. Here is an example of a file where students sign up the web addresses to visit: https://docs.google.com/document/d/1wFh3_DpB-GCQDRPPCGmE25BsnUpX8gUfyYQKbB_ptJg/edit

iii. Peer-review Partner Sign up

With Google Doc form, students are asked to sign up one to two partners to work on reading or reviewing each others’ drafts and giving advice on authors’ projects. Students have to confer with each other to decide on who they will be working with. Please click on the link below to take you to a Google Doc where students can "sign up" partner(s).

https://docs.google.com/document/d/1un6doRf0oLqh4gglSyIa5V_dj9v8lM3_EFxEYXyGQI8/edit

iv. Peer-review and Collaborative Editing

Students must post their essay draft in Google Drive to be reviewed by their partners for correction, comment or feedback. Using the track changes and comment features, partner(s) can edit and give comment to the essay drafts. The partners can as well work together collaboratively to edit a text using Google chat room features.

The author must check the essay that has been reviewed by his or her partner(s) to agree or disagree to a specific correction or feedback before submitting it to the teacher as final version of the essay. The teacher will give feedback to the class in the real class and later organize the essay into an e-book to share with the students.

v. Online Presentation

One important use of Google Drive is to enable users to post videos. With this ability, students can post their online presentation to share with the rest of students in the class. Before posting online presentations, in groups, students are assigned to do virtual excursion, discuss what they have experienced during the excursion, write a report using power point, and present it in videos.

Learning Outcome

Through observation of the teacher and feedback from students, the following points can be described.

- a) The implementation of blended learning approach in the class is very effective in which the online activities help the face to face activities run effectively during the learning process. The combination of face-to-face activity with online activity increase student enthusiasms. Although this new blended learning is administered for the first time in our class, a lot of positive things happened during the process of learning to write, especially in terms of participation, understanding, and active discussion.
- b) Using technology and internet in teaching writing turned out to increase the student participation to support effective collaborations.
- c) Using technology and internet in teaching also enhance students' understanding of the subject, writing expository texts. It is due to the wide opportunity for students to learn through written, spoken, and visual media appropriate to the needs of the students.

- d) Technology and online activities seem motivate students to have active discussions on a given topic and online discussions help shy students to participate more actively.
- e) Online peer-review and peer-correction to have trained the students to use higher level of thinking and to collaborate online in a real time.
- f) Students can communicate more clearly and effectively using writing mechanism that has been learnt through written, spoken, and visual media.

Conclusion

Blended learning has turned out to be effective approach to improve the participation and understanding of students in the writing classes. It motivates active participation of students in discussions and rehearses the higher order of thinking.

It can be said that Nicenet and Google Drive are effective tools to improve the writing skill of the students. They are very useful to develop group-effectiveness skills that support the collaborative work. They are good places to store assignments and projects. All the writing work may become community property in which students can go back and mine it for ideas that they can use in their compositions.

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INTEGRATING VIDEO IN THE CORRECTIVE FEEDBACK PRACTICE: VOICES FROM INDONESIA

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Abstract: Written corrective feedback in the realm of ESL/EFL has gained more attention from researchers in the last 10 years, and the latest innovation in the practice is the integration of video in the delivery of written corrective feedback (Stannard, 2008). However, research on video-based written corrective feedback (VWCF) in EFL/ESL writing instructions so far has only revealed its qualitative strengths (Stannard, 2008; Mathisen, 2012)—that is, in terms of students' responses towards its application, a gap that the current paper intends to address. The present study reported in this paper is a classroom action research (CAR) aiming at increasing the writing accuracy of a group of students of a state university in Bali, Indonesia through the integration of video in the corrective feedback practice. The writing instruction in the study is carried out in a blended learning fashion combining the traditional learning mode with an email-based correspondence between the tutor and the students. The findings seem to indicate that video-taped orally-delivered direct corrective feedback has a relatively small impact on student accuracy improvement percentage. However, the integration of video in the feedback provision appears to have a potential in terms of increasing students' motivation in their learning of writing. The research results can provide some interesting insight to teachers who want to implement video-based feedback and future research on this type of feedback.

Keywords: *corrective feedback, video integration, accuracy improvement, writing*

The current classroom action research was initiated by the writers' observation on the phenomena that in an EFL (English as a foreign language) writing class in an Indonesian state university, it often occurs that the students may have sufficient ideas to develop a topic/idea into a written piece, but only because their lack of grammatical competence, the sufficiency of ideas result in a poor composition. For example, failure in producing a passive sentence "The man who killed by the tiger was buried near the zoo" can create puzzlement to the interlocutor in interpreting the real message. The study was also inspired by an observed practice of the teacher use of indirect written corrective feedback which appeared to provide very little help in dealing with the student accuracy problem in writing.

Feedback has been a long practice especially in language learning. Its existence had gained some controversy in language learning especially in the early of 90's. Some experts questioned the effectiveness of feedback especially error feedback or grammar correction in students' writing. Though many experts also assumed that error feedback was effective but it was not supported by strong evidence. This fact resulted in a number of studies on feedback that had been conducted by some experts around the world. Truscott (1996) stated firmly that grammar correction should be left behind because many studies showed that this kind of feedback was not effective. He also said that students often failed to understand their teacher's feedback and there was a tendency that the students would repeat their mistakes. On the contrary, another expert on feedback Ferris (2006) stated that even though many studies indicated that error feedback was not effective but a conclusion could not be derived yet because the design used in the studies were not consistent. His research result showed that feedback was able to improve the students' accuracy significantly in a long term. Thus, Ferris had objected Truscott's (1996) argument.

However, an expert on feedback, Stannard (2012) stated that many research found that many students do not understand the written feedback given by their teachers which finally results in their misinterpretation on their teachers' correction. This matter inspired the use of video feedback in language learning. Stannard (2008) explained that video is able to give a clearer feedback because the information given can be presented in oral or visual form.

Furthermore, Stannard (2012) also stated some other strengths of video-feedback, e.g.: 1) the learning process becomes more inclusive with the emphasis on the multiple learning style; 2) compared to text, more feedback can be given through video ; 3) this multimodal feedback is said to be more suitable for the students nowadays who are daily exposed by many kinds of audio and video media; 4) video feedback is possibly used

for long distance learning and is able to give a more personal feedback ; 5) the sound in video is said to be very useful, which cannot be given by written feedback ; and 6) more students prefer oral and visual feedback. Studies by Mathisen (2012) and Jones, Georghiades, and Gunson (2012) also reported a positive response on the use of video-based feedback on the part of the students. However, almost no research deals with the effect of this innovative feedback on student accuracy in writing.

Methods

The study was a classroom action research (CAR) which was carried out in an writing class in the English Education Department, Universitas Pendidikan Ganesha (Undiksha), Singaraja, Bali, Indonesia. The class comprised 23 students who were then at their fourth semester. Throughout the semester the students in the class would deal with a number of essay types, and the class met once a week, 100 minutes in every class meeting. Due to the pre-observation results, it was inferred that the teacher's application of indirect oral written corrective feedbacks via slide presentation on a selected number of students' essays in front of the class did not result in satisfying accuracy improvement on the students' revised essays. Therefore, a shift to direct written corrective feedback via video was decided to be applied as a treatment in the proceeding writing instruction—which dealt with narrative essay—in the class under study.

Basically the class procedure was relatively the same as that before the CAR treatment, that is, in the initial teaching session on the narrative essay the teacher would assure that each student could plan a good outline before they started writing their first draft in the next class meeting. As such, the first meeting was spent with a discussion on the nature of narrative essay: its purpose, structure, and language features, followed by a task on making an outline of a narrative essay—by typing it directly using their laptop—based on a topic that the students freely chose. When the students worked on their outline, the teacher moved around to assist the students when they encountered a problem. The students should finish their outline in the class, which they then had to submit via e-mail to the teacher immediately after the class. Before the class met in the next meeting session, the teacher had to have finished giving her feedback on the students' outlines. It was to assure that the students did not have much problem with content/idea in the second meeting since the focus of the CAR treatment was on their writing accuracy. In case that a student's draft was far from satisfactory, the teacher could invite the student for personal discussion through e-mail.

In the second meeting, the students were required to develop their first draft based on the outline that had been corrected—if any—by the lecturer which they should submit via email again to the teacher right after the class. During the week that followed, the teacher corrected the students' works—using direct corrective feedback—in her laptop which she video-taped by using a screen-capture software, Screencast-O-Matic. The video was made at maximum 5 minutes in duration so that it would be easy to be uploaded to Youtube. To make the commentary run smoothly during the recording, the lecturer marked the errors she would put forward with different color highlights. The link of the video correction to Youtube was sent to each student via email, so there would be no video attached in the email. This was deliberately planned in order to minimize the problem of poor internet connection that might occur due to big video sizes when working in e-mail. In the third meeting, the students would get the video correction link in their email, and based on the video, should revise their draft throughout the session. After the class, the students should submit their final draft via e-mail to the lecturer. Besides that, they were also asked to give their responses to the questionnaire sent by the lecturer which asked for their opinions related to the CAR treatment that they had had.

It is important to note down that even though the researchers and the teacher agreed upon the implementation of video-taped written corrective feedback, the teacher's real practice was that she used more the video-taped orally-delivered direct corrective feedback than the supposedly video-taped written direct corrective feedback. Whereas, a written direct corrective feedback really requires the teacher to write the correction next to the erroneous part in the student's piece, not to do so directly through commentary, without writing real correction next to the focused error. Therefore, the focus of the current study had a bit shifted to the utilization of video-taped orally-delivered direct corrective feedback.

For the sake of the current study, the grammatical errors committed by the students in their first draft after the second meeting were totaled and would be compared with the total of grammatical errors in their final drafts. There were four types of grammatical errors that were taken into consideration, namely verb errors which included missing verb, verb tense, subject-verb agreement, negative form, gerund, to infinitive, and passive voice; article errors which are pertinent to the use of article a/an, and the; pronoun errors which were associated with subject and object pronoun, possessive adjective, demonstrative, Wh-question word, and relative pronoun; and preposition errors. The error types were identified as the four biggest error categories that the students often made in their descriptive essays. On the other hand, the students' responses to the questionnaire were analyzed descriptively in order to find out the patterns of their responses to the application of video-based corrective feedback.

Findings and Discussion

The findings of the study are concerned with two things: the improvement of the students' writing accuracy after the treatment using video-taped orally-delivered direct corrective feedback and their responses towards the use of this feedback type in the writing instruction.

Improvement of the Students' Writing Accuracy

The relative comparison of the accuracy improvement in the pre-observation when the feedback type implemented was indirect written corrective feedback and after the CAR treatment using the video-based corrective feedback—that is, the video-taped-orally-delivered direct corrective feedback—is showed in Tabel 1 below.

Tabel 1 Accuracy improvement

Student	Before treatment		After treatment	
	Draft 1	Final draft	Draft 1	Final Draft
Total of error	378	271	288	211
Accuracy improvement	28.31		26.74	

What can be clearly seen here is that the percentage of accuracy improvement (descriptive essay) before treatment is slightly better than that after treatment (narrative essay). What can also be said here is that focusing feedback only to a smaller number of students' works (8 pieces only) as the model to the entire class by using indirect written corrective feedback seems to have a better effect than individualized feedback via video-taped orally-delivered direct corrective feedback in terms of student accuracy improvement percentage. The table clearly notes that the video feedback implemented only gives a relatively small impact on the student accuracy improvement percentage.

The Students' Response towards the Treatment Using Video-based Feedback

As far as the use of the video-taped-orally-delivered direct corrective feedback was concerned, the analysis of the student questionnaire indicated a positive response. First, almost most of the students (96%) contended that they preferred the video-taped feedback to the indirect written corrective feedback because the former was more challenging for them and allowed them more independent learning. All of them mentioned that the video feedback allowed more flexibility in learning since they could assess it anywhere and anytime; they also said that with video they could replay and pause several times—ranging from 1 to 10 times—the video to make them better understand the lecturer's correction. The majority of the students (96%) agreed that the video feedback could enable them to practice their listening and writing skills simultaneously, and make them feel as if the lecturer explained the correction directly in front of their face personally. Finally, they felt motivated to write better writing and felt that their writing got better after revising their drafts based on the video feedback.

What can be said from the findings is that the positive comments from the students do not correspond with the slight percentage of student accuracy improvement. This might indicate that the presence of video did serve as a source of motivation for them in their learning of writing, but the way in which the correction was given, on the other hand, presented a problem for them. It was so because even though the correction to an error was given directly, most of the time it was conveyed orally by the lecturer, and the problem was it was possible that not all of the students could easily catch the information in the direct feedback orally delivered. This can be said so, especially when many of the students admitted that they needed to pause and replay the video up to 10 times. This apparently is now a clear indication that the high frequency of pauses and replays should not be interpreted as a sign that they liked learning through the video, but a sign that they had a difficulty in understanding the message of the direct feedback orally given.

This finding can serve as useful information for the next cycle of the study or future research on the need to try at another alternative of video-based feedback in which the teacher video-tapes his directly writing the correct version next to the erroneous part on the student's writing piece. The finding that written corrective feedback—though indirectly given—was slightly better than the video-based orally-delivered direct corrective feedback also seems to suggest that spoken correction provides a bigger cognitive load than the written one to the students' processing mechanism in responding to teacher corrective feedback in their revising attempts. Therefore, an experiment comparing the efficacy of the orally-delivered direct corrective feedback and the written direct corrective one—both video-taped—is worth doing.

Conclusion and Suggestion

The results of the study seem to suggest that video-taped orally-delivered direct corrective feedback has a relatively small impact on student accuracy improvement percentage, and that indirect written corrective feedback limited only to a selected number of students' works is slightly better than the video feedback containing orally delivered direct corrective feedback. Yet, in terms of learning process, the presence of video appears to have a potential in terms of increasing students' motivation in their learning of writing.

The results of the study suggest that an investigation on the impact of using a really video-taped written-corrective feedback—as opposed to the orally-delivered one—on student accuracy improvement is worth doing. Of the same interest is to compare the efficacy of the orally-delivered direct corrective feedback and the written direct corrective one—both video-taped—towards the student writing accuracy.

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A NEW FACE OF TEACHING TECHNIQUE BY MAKING USE OF A POPULAR SOCIAL MEDIUM *FACEBOOK*: EFFECTIVE OR NOT?

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Abstract: The new paradigm of teaching method gives a chance for teachers to look for unconventional teaching techniques to facilitate students' learning process. Facebook (FB), as one of popular social media in Indonesia, in fact, attracts four teachers of English Department of Sebelas Maret University to make use of its features for facilitating their students to experience a new learning process. This paper discusses the effectiveness of using Facebook for teaching and learning activity that covers a discussion about (1) FB features that are commonly used and the activities designed by the teachers, (2) the result dealing with to what extent the teaching and learning technique effective for the students, and (3) the factors influencing the effectiveness of such a learning technique. Collections of data were gained from the answer of the questionnaire given to 35 students and Focus Group Discussion. Content analysis and observation were carried on the students' activities in the virtual class. The findings show that FB feature *Groups* is often used by the teachers; with a *discussion* as the activity they conduct the most. The students found the teaching and learning activities on FB are effective seen from the aspects of accessibility and the degree of student engagement. Meanwhile, the ineffectiveness is only caused by two problems, i.e. technical problems and non-technical problems.

Keywords: *social networking, Facebook, online teaching and learning*

Introduction

Social network in the era of Web 2.0 is undoubtedly very familiar for modern people and the number of its users is significantly increasing from year to year. The data from the Ministry of Communication and Information Technology of Indonesia show that the number of internet users reached to 63 million people in October 2013 and 95% of those people accessed social network. The most popular social network accessed by Indonesian people is Facebook, making Indonesia as the fourth country in the world with the biggest number of its citizen using Facebook after USA, Brazil and India respectively.

The popularity of Facebook (FB) is seen as a chance for teachers to develop their teaching method because FB is usually the first social network people think of. Delmatoff (as cited in Kessler, 2009) who started a pilot social media program in her Portland, Oregon classroom is probably an example of teachers embracing internet at school rather than banning it. According to him, social media, like the Internet, will be a part of our world for a long time so it is better to teach it than to fight it. Blogs are popular among teachers since teachers have been using them to implement a blended learning method recently, but a social medium FB as a (supporting) teaching technique is still rarely used. In English Department of SebelasMaret University (UNS), for instance, there is only less than one fourth of the total number of the teachers making use of FB. In addition, there are only few articles discussing FB for teaching and learning and it is probably because educators have probably been reluctant to use social networking tools in the classroom, or to encourage students to participate in them (Ferdig, 2007; Green & Hannon, 2007 in Solomon & Schrum, 2010: p. 82).

By considering the new paradigm of teaching method of which students can experience a different learning atmosphere, collaborate and share information with their groups as well as control their literacy in modern technology development, this article presents the effectiveness of the use of FB for students' learning process.

Literature Review

Bryer and Zavatarro (as cited in Chen & Bryer, 2012) define social media as technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders, and these technologies include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook), and virtual worlds. One of websites many students and teachers usually firstly use to interact and to support their social life is Facebook, where comments and artifacts like photos, articles and links are often tagged/ shared. Those tags and shared materials can be used collaboratively to increase the development of knowledge of its users (read: teachers and students). For that reason, nowadays a number of teachers start making use of FB as a new tool to support their teaching technique. According to the research of Hardwood & Blackstone (2012), FB pages were introduced as a means of encouraging student interaction, further content exploration, and motivation for learning, in and out of the classroom. Kessler (2010) also states that using social media (FB) as a teaching tool has a natural collaborative element since students critique and

comment on each other's assignments, can easily access each other, and start a discussion with their teacher and peers. Collaborative learning, as the core of social learning, then becomes the basic principle of students' learning process of communicating with others to learn, develop, and expand all that they know; as well as to share ideas and information. According to Vygotsky (as cited in Chen & Bryer, 2012), when he talks about social learning, students can learn effectively by participating in collaborative problem-solving activities led by their teachers. He adds that when teachers help to facilitate students' interactions, the students have an authority to select what they need to learn to get a better understanding of the problem. Chen & Bryer (2012) report that some studies about collaborative learning has proven that such a learning is more effective than individualistic learning in "contributing to motivation, in raising achievement, and in producing positive social outcomes.

Research Questions

Based on the background above, this simple research tries to explain briefly dealing with a teaching and learning activity designed in FB, i.e. (1) FB features that are commonly used and the activities designed by the teachers, (2) the result dealing with to what extent the teaching and learning technique effective for the students, and (3) the factors influencing the effectiveness of such a learning technique. By underlining the idea of not eliminating a face-to-face studying process and of not making FB as a medium to use for the entire teaching and learning design, we observed four English Department UNS teachers' FB activities to answer the research questions.

Methodology

From 40 students given a questionnaire about learning designed in FB, there were only 35 students giving the questionnaires back to us. FGD was then conducted with 6 students to dig more thorough information of their experience and assessment towards FB. In addition, content analysis method was applied by observing the flow of the learning activities done in FB to observe the effectiveness of the virtual teaching and learning process.

Findings and Discussion

The data gathered from 35 questionnaires show that majority of respondents (26 respondents) have become the active users of FB for 3-5 years length, whereas the other 9 respondents have been active in using FB for even more than 5 years. It can be inferred that all of them are familiar with all FB features. According to 25 respondents, *groups* feature is mostly used for teaching and learning activity. Nuraeni, one of the teachers, who uses this feature, explains:

"I design my teaching and learning activities in *groups* because it can only be accessed by my own class, so the other friends in my FB won't be able to join in. It is important to make the teaching and learning activity become well-managed and run smoothly without any unnecessary "disturbance."

Groups feature indeed enables the account owner to set the group on default mode which means only the members of the group who can see the information shared or posted (Chai, 2010). Further, discussion becomes the activity done the most in *groups* feature, followed by material and assignment sharing. Nuraeni explains it as follows:

"I conduct the activity mostly in the form of discussion. I also share the materials and information for assignments and tests. It becomes easier since the groups feature now provide a *group chat* feature just like in chat application. The activity is quite the same as in the class discussion. Usually I post an article or give them the link of it to read and I ask them to comment on it, or I provide some questions for them to discuss. I only monitor their activity most of the time and add some important information or remind them of certain theories they might forget. I can check and monitor the students' active participation and comments easily only by reading theirs on the chat room."

Group chat enables every member of the group to have a chat at once which previously the member could only have it with one person at a time (Chai, 2010).

From Nuraeni's explanation above, it can be seen that the teaching and learning activity of discussion done in FB supports the idea of students-centered learning in which the students are asked to participate actively in teaching and learning process, whereas the teachers only play a role as the supervisors. In other words, the teachers function as a facilitator. The activity helps the students to develop their own thinking by trying to solve the problems not only by themselves but also by working with the other students or friends. By having discussion they share ideas of how to get the best or right answer as the final conclusion of their discussion.



The student interaction in the discussion shows how social learning in the form of collaborative learning is applied in the teaching and learning process (See the picture above). As Chen and Bryer argue that “Collaboration is the most important characteristic of social learning. While instructors help to facilitate group interactions, students have the autonomy to self-select what they need to learn to gain a better understanding of the problem.” (Chen & Bryer, 2012). By the help of FB, the social learning with its collaborative learning is possible to conduct since it enables both the students and teachers to be interconnected by sharing and exchanging thought, information, materials, or knowledge. FB belongs to one of the types of web 2.0 in which the characteristics of it are “user generated content, participatory culture,

and open sourcing as it moves toward interactive, decentralized, and multi-media models” (Maness in Beer, 2008, p. 227). In other words, the learning activity on FB becomes a collective activity, not individual one, since it involves participatory culture.

Another finding shows that 30 respondents say that the teaching and learning activity on FB is fun and easy. Ryan, one of the respondents, says:

“It’s a cool way to study. By making use of FB, my teachers are so updated. They try to approach us and get connected with us with FB. I think it’s because they know that we’re always on line and access FB most of the time.”

Najib also shares his fun experience of his learning activity using FB:

“It’s fun! Last semester I followed the discussion on Reading class conducted on FB. I tried to give comments but I didn’t get any responses and somehow it challenged me, so I kept giving my comments. Finally, I succeeded but I didn’t realize that the time was over. The result was I was late coming to the next class.”

Further, Hana says:

“It’s great! We can do it [teaching and learning activity] anywhere without necessarily be there on campus. Besides, I can also do something else while I join the class.”

The explanations show that the students enjoy and feel relax following the learning activity on FB because they can always log on it whenever they get an internet connection. It means that FB has become a part of their daily life that cannot be separated from them. They do not feel tense as what they feel in class situation when they have to face the teachers directly. This feeling of informal learning, apparently, proves that they enjoy the activity. As Chen and Bryer (2012) argue that “As students progress from high school to college and graduate schools, the role of informal learning becomes more and more important because learning can happen anywhere at any time.” While, in a formal learning situation (in the classroom) they sometimes feel uncomfortable and tense when they are asked by the teachers directly and FB can somehow help them in solving the problem. Tiffany explains it as follows:

“I think FB can help some students who feel shy and find it difficult to express their ideas, comments, or opinion orally. They are usually not active in class discussion and they feel more comfortable deliver it in the written form. And that’s what we do when we have a discussion on FB. We write our comments, not speak it up.”

What Tiffany explains is similar to the idea of Salwa, another teacher handling Reading and Listening classes on FB. According to Salwa, the discussion can facilitate those who are passive and shy in class to get actively involved. An interesting argument about the “flexibility” of FB is given by Nia. She says:

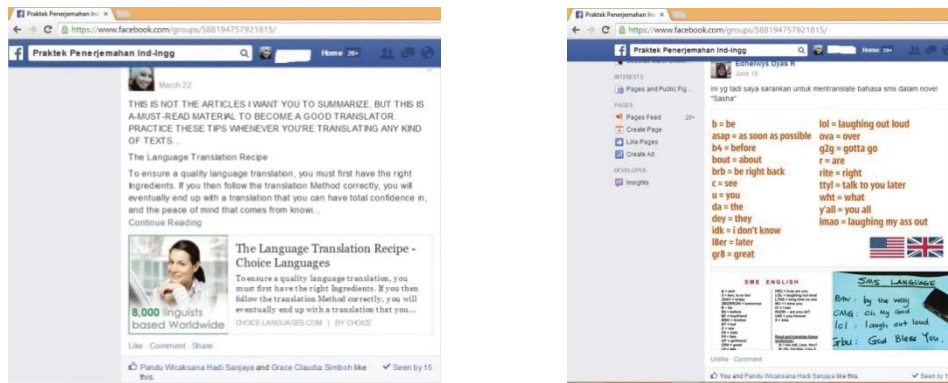
“The teaching and learning activity on FB can replace or substitute the class activity in the case when the teachers can’t teach since she/he has other things to do. And for me it doesn’t matter. I’m okay with that.”

Nia’s argument is in line with Nuraeni’s reason in using FB.

“It is for substituting the meeting in classes when I’m away because of other duties that force me not to be able to stand in front of the class. Therefore, I still can conduct the teaching and learning activities by having the “on-line” class.”

It shows the online class can be conducted at any time – may not be conducted according to the scheduled course – because it has the main purpose of only substituting the real in-class activity when the teachers are away.

In short, teaching and learning on FB is considered effective by the students. The effectiveness is mostly seen from the aspects of accessibility and the degree of student participation. Easiness in accessing the online class becomes their main reason of saying that learning on FB is effective, even with only a mobile phone on hand. FB has a feature *notification* functioning like a bell that allows the students to immediately join the class. In addition, the easy access to get various learning materials and wider online references makes the teaching and learning effective, too (See the two pictures below).



Dealing with the degree of student engagement, the majority of them state that such a learning design gives them a bigger chance to involve actively in the activities conducted by their teachers. Students argue that there is no time limitation to deliver their idea since they can think longer of what they are going to say in a more relaxed situation before posting it. This is in line with McDonald's statement (2013), saying that students automatically consider FB to be a non-judgemental environment since they were more prepared to express their opinions. Students also admit that they can abandon their fear, and also their nervous, awkward feeling when posting arguments in FB discussion. In other words, online discussion conducted in FB is proven raising the higher number of students' engagement.

From the discussion above, it is clear that students give a positive attitude towards teaching and learning on FB, however, they still face problems making the teaching and learning ineffective, i.e. technical factor and non-technical factor.

The first factor, the technical factor, relates to the availability of the internet connection. Those who live in a remote area usually find themselves difficult to get (strong) internet access and this problem sometimes obligates them to go to an internet cafe nearby to be able to join the class, to take part in discussions or to download materials. For some effortless students, such a problem makes them unhappy and leads them to decide to withdraw from the class activities. According to students belonging to a Listening Class, Hanna, she was ever given a task to upload a video and she could not do it due to a bad internet signal or even no internet access. She and her friends also had a problem with the maximum capacity available for uploading a video. Finally, they only posted the web address where they took the video from. The other two technical problems found are the inappropriate time when students give comments at the same time and the unavailability of "font style" in FB such as Bold, Italic, Underline and "font color". It is found that when the students click the 'post' button at the same time, their postings are often identified having the same content with their friends' and this has a risk of being judged as a case of plagiarism by their teacher. Besides, the assessment as an active student with good quality content of posting is possibly reduced. The text distinguisher facility, font style and font color, is considered very important too, especially for those who need to provide supporting web references. As we know, when we find a link shared by others in FB we will automatically read the whole part (read: paragraph) of the link content. This wastes students' time since they cannot directly go to the highlighted part(s). We can imagine how many minutes a student has to spend to read, for example, three links containing a long article before s/he can post his/her own argument. Such a problem often happens to students of Translation Class since they are demanded to employ reasons and arguments towards their translation decision making process and to prove their consideration of choosing particular dictions or sentences by presenting the sources/ references. In fact, posts with relevant links, images and other media are valid and potentially more useful to the collaborative learning experience (McDonald, 2013).

The non-technical problem covers two aspects, i.e. the teacher aspect and the student aspect. When arranging an activity of online discussion, teachers have roles to provide student motivation, guide collaboration, and navigate discussion away from tangents (McDonald, 2013). The finding shows that teachers sometimes do not guide their students intensively as they should be, but they only read their students' arguments without giving any feedbacks. This absolutely leads to an ineffective discussion, with students' thought of having no idea whether they are in the right track or not. As a consequence, the discussion goes to the wrong direction with no

valuable essence to learn. Finally, the student aspect making the learning in FB ineffective is caused by those who tend to dominate their classmates in giving comments (opinions, arguments and answers), which discourages the others to express theirs. But, surprisingly, some students in FGD state that such a case is not seen as a problem since they are challenged to give comments more quickly and creatively. Thus, it can be concluded that the last point explained cannot actually be counted as 100% ineffective because it totally depends on the character of the students themselves.

Conclusion

From the findings above, it is obvious that learning on FB brings more benefits for students than the negatives. Thus, it can be concluded that such a learning design is effective. Although learning on FB makes them happy, students, in fact, still prefer a face-to-face interaction to a virtual interaction. This new creative teaching technique is viewed only better to substitute class meetings when teachers are absent, with maximum 4 meetings out of 16 class meetings.

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ANALYSIS OF MULTIMODALITY ON L2 LEARNERS AS REFLECTED IN THEIR CAF OF THE SPOKEN PERFORMANCE

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Abstract: Exposing learners more to second language than first language in studying a foreign language extremely improve learners' Second Language Acquisition. Listening and reading activity is pertaining to the use of multimodality through watching English videos with L1, L2, and without subtitles. This paper presents a result of study on the analysis of multimodality on L2 learners as reflected in their CAF (Complexity, Accuracy, and Fluency) of the spoken performance. An experiment is conducted to provide learners' understanding with different results from English videos which are presented to three groups of Indonesian undergraduate students (N=30). Group 1 is exposed to videos with L1 subtitles, group 2 is exposed to videos with L2 subtitles, and group 3 is exposed to videos without subtitles. Students are expected to record their spoken performance by telling the story and giving opinion right after watching the videos. CAF is measured and ANOVA is used to analyze the data obtained from the spoken performance of each group. The results show that the use of multimodality including sound, image, and L2 subtitles is more superior than those L1 subtitles and without subtitles. Therefore, it is expected that this study is beneficial for learners, teachers, and curriculum designers.

Keywords: *Multimodality, L2 learners, CAF (Complexity, Accuracy, and Fluency), Spoken Performance.*

Introduction

Speaking is one of the skills to convey message, give comments, accept and refuse opinion, conduct a question and answer in oral communication. This mastery of English can be used to communicate in all contexts including in daily use of English. Therefore, teachers need to find out a suitable technique applied in teaching and learning process. One of the best ways to learn English is to use this language as many as possible in all contexts so that they have much opportunities to practice. In this case, exposing learners more to target language will be advantageous to them. According to Krashen (1985) learners can learn a large amount of language unconsciously through ample comprehensible input. The use of the target language in real communicative environment and the stress on rich comprehensible input by exposing the learners to the target language in the classroom, facilitate their language acquisition. The target language can be practiced through multimodality.

Multimodality describes communication practices in terms of the textual, aural, and visual resources—or modes—used to compose messages. So, mode of sound, picture, and texts are used at the same time in order to create meaning. Activities of listening and reading simultaneously are related to the use of multimodality through watching TV, film, videos, slides, and so forth and that meaning is communicated through synchronisation of modes. EFL learners take advantages of exposing text with different kinds of modes—multimodality—to improve comprehension, but L2 subtitling is more beneficial than L1 because it causes less lexical interference (Guichon & McLornan, 2008). The information from subtitles is so beneficial for learners since this valuable information is concerning the consistency of viewing behavior (Wagner, 2007) and it is in line with Grgurović & Hegelheimer (2007) who claim that participants interacted with the subtitles more frequently and for longer periods of time than with the transcript. Therefore, Captioning was more effective than no captioning and captioning during the first showing of the videos was more effective for performance on aural vocabulary tests (Winke & Gass & Sydorenko, 2010) supporting to have speech performance.

Related to spoken performance—Complexity, Accuracy, and Fluency (CAF)—that become the target of the study belong to three dimensions of a language. Skehan (1998) states that language production is distinguished by three dimensions; that is, fluency, accuracy, and complexity. In cognitive approach, Skehan (1998) distinguishes between exemplar-based and a rule-based system. The exemplar-based system includes discrete lexical items as well as ready-made formulaic chunks of language, while the rule-based system is made up of abstract representations of the underlying pattern of the language. If language users, for example, focus on producing a more fluent language and drawing on their exemplar-based system, their production will be less accurate and less complex. Therefore, they must prioritize where to allocate their attention; fluency, or accuracy and complexity.

The definitions of fluency, accuracy, and complexity can be elaborated as follows. *Fluency* is defined as the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems. *Accuracy* is the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error.

Complexity is defined as the capacity to use more advanced language, with the possibility that such language may not be controlled so effectively. This may also involve a greater willingness to take risks, and use fewer controlled language subsystems. This area is also taken to correlate with a greater likelihood of restructuring, that is, change and development in the inter-language system (Skehan & Foster, 1999).

Different from Skehan, Robinson (2001) drawing on more work in psychology concluded that human attention is not limited, and that learners are able to attend to more than one aspect of language simultaneously. According to this point of view, the structural and functional complexities are connected rather than competing with each other. Therefore, fluency, accuracy, and complexity may go along with each other without being competed and they have not to be prioritized.

In general, the present research objective is to investigate the use of multimodality toward ELF learners' spoken performance and the problem is stated as follows:

"Does the use of multimodality by exposing image+L2 sound+L2 texts enable EFL learners' spoken performance more than those of image+L2 sound+L1 texts, and image+L2 sound without texts?"

Based on the background stated in the introduction of this paper, I assume that the use of L2 sound with L2 text can improve EFL learners' spoken performance and therefore, theoretically the hypothesis is stated that the use of multimodality by exposing image+L2 sound+L2 texts enable EFL learners' spoken performance more than those of exposing image+L2 sound+L1 texts, and image+L2 sound without texts

Method

This is an experimental study to measure EFL learners' spoken performance by means of measuring their CAF (Complexity, Accuracy, Fluency) after experiencing three different treatments from different groups. CAF is measured by using *F-test* and One-Way ANOVA is used to analyze the data. Participants in this study are obtained from 200 population of EFL learners taking Speaking 3 Class at Kanjuruhan university of Malang. Next, 30 out of 200 participants are selected after knowing that they are homogenous in terms of language performance. They are assigned randomly to three different groups; namely, Group 1 uses multimodality which is exposed to image+L2 sound+L2 texts, Group 2 is exposed to image+L2 sound+L1 texts, and Group 3 is exposed to image+L2 sound+No texts.

Spoken performance task is a task that should be done by learners to produce utterances after watching movie so that the researcher can see the effect of subtitles/texts shown in the movie. The titles of the movies are (1) *Elysium*, (*Dreamhouse*), and (3) *Kick Ass 2*. The first movie, *Elysium* tells us about two classes of people exist: the very wealthy, who live on a pristine man-made space station called Elysium, and the rest, who live on an overpopulated, ruined Earth in the year 2154. The second movie, *Dreamhouse* tells us about A family unknowingly moves into a home where several grisly murders were committed. And the last movie, *Kick Ass 2* tell us about the costumed high-school hero Kick-Ass joins with a group of normal citizens who have been inspired to fight crime in costume. These three movies are shown only about 6 minutes and learners describe what the movie is about and give opinion about it right after watching the movie.

The data were collected during the experimental session using the following procedures: (1) explaining the goal of the experiment; (2) watching the movie; (3) note-taking for 3 minutes; (3) watching the movie again while note-taking; (4) note-taking again for 6 minutes; (5) producing spoken performance while being recorded using their own cellphone by telling what the movie is about and giving comment and opinion about the movie.

The data of CAF are taken from the recorded speech production of the participant. *Complexity* (Lexical Density) was measured by using Rahimpour's (2008) way; that is, the number of lexical, or 'open class', words in a text (full verbs, nouns, adjectives and adverbs ending in -ly) divided by total words multiplied by 100. *Accuracy* was measured by using the number of error-free T-unit which is divided by the total number of T-unit (Arent, 2003 & Storch, 2009). All the main clauses plus subordinated clauses attached to or embedded in them were counted as T-units. Only those T-units that contain no grammatical error, syntactic, lexical, or spelling errors were counted as error-free T-unit. *Fluency* was measured by using Skehan and Foster' (1999) way by calculating the number of words per minute.

Findings

After measuring complexity, accuracy, and fluency of the learners' spoken performance, the raw score of the participants were analyzed by using the computer software (SPSS Version 22). Afterwards, One-Way ANOVA for descriptive and inferential statistics was used to measure complexity, accuracy, and fluency of the learners' spoken performance.

Based on the overall spoken performance test among all the means of L1 Subtitles, L2 Subtitles, and No Subtitles are significant at .05 level. For *complexity*, it revealed that the coefficient correlation among L1 Subtitles, L2 Subtitles, and No Subtitles were statistically significant at .05 significant level or 95% confidence (.000 <.05) and the mean of L2 Subtitles is is greater than the mean of L1 and No Subtitles (32.6370 > 24.1000; and 32.6370 > 30.3230) which means that the use of L2 subtitles before doing the task lead the EFL learners to

produce more complex speech than the use of L1 subtitles and without subtitles. In this case, the use of L2 subtitles had a beneficial effect on recalling learners' memory to what they saw while producing their speech.

For *accuracy*, it revealed that the coefficient correlation among L1 Subtitles, L2 Subtitles, and No Subtitles were statistically significant at .05 significant level or 95% confidence (.000 < .05) and the mean of L2 Subtitles is greater than the mean of L1 and No Subtitles (.8350 > .8140 > .7700) which means that the use of L2 subtitles before doing the task lead the EFL learners to produce more accurate speech than the use of L1 subtitles and without subtitles. In this case, the use of L2 subtitles had a beneficial effect on recalling learners' memory to what they saw while producing their speech.

For *fluency*, it revealed that the coefficient correlation among L1 Subtitles, L2 Subtitles, and No Subtitles were statistically significant at .05 significant level or 95% confidence (.000 < .05) and the mean of L2 Subtitles is greater than the mean of L1 and No Subtitles (174.0480 > 140.7290 > 141.8850) which means that the use of L2 subtitles before doing the task lead the EFL learners to produce more fluent spoken performance than the use of L1 subtitles and without subtitles. In this case, EFL learners could recall their memory while producing speech sounds not only from the sequence of the story exposed in the movie but the use of movie with L2 subtitles which had a beneficial effect on their remembering as well.

Having known the result of the overall test, the researcher continued to analyze the post-hoc multiple comparison among all the means by using Bonferroni multiple comparison in order to get to know which pair of the mean is significant. In fact, all pairs (1-2, 1-3, 2-1, 2-3, 3-1, 3-2) are significant for complexity and accuracy, and pair 1-3, 3-1 for fluency are not significant.

Discussion

All measures of complexity, accuracy, and fluency for EFL learners spoken performance were statistically significant at .05 level of significance. They produced more complex spoken performance (32.6370 > 24.100, 32.6370 > 30.3230), more accurate performance (.8350 > .8140, .8350 > .7700), and more fluent performance (174.0480 > 140.7290, 174.0480 > 141.8850). In other words, the use of L2 Subtitles outperformed 8.537 greater than L1 Subtitles, and 2.314 greater than No Subtitles in terms of complexity. Also, the use of L2 Subtitles outperformed 0.021 greater than L1 Subtitles and 0.065 greater than No Subtitles in terms of Accuracy. Next, the use of L2 Subtitles outperformed 33.319 greater than L1 Subtitles, and 32.163 greater than No Subtitles in terms of Fluency. It was indicated that the help of L2 subtitle (English) makes learners produce their English spoken performance not only faster but more accurate and more complex as well. This is in line with Robinson (2001) stating that human attention is not limited, and that learners are able to attend to more than one aspect of language simultaneously. Therefore, fluency, accuracy, and complexity may go along with each other without being competed and they have not to be prioritized.

Even though all the groups are significantly different in all three aspects of language production (complexity, accuracy, and fluency), EFL learners still could not produce more complex sentences and more lexical items and they still made some mistakes in choosing words, verb, adjectives, and noun phrases. For example, learners' mistakes in choosing appropriate verbs in sentences like "Mac and Frey **have decide** to live there.", "And **it tell** us", "... because **he was want** to spend his time with his family." "**I will tell to you.**" "But actually **he haven't** superpower." etc. "EFL learners, in this case, made mistakes to choose these correct verbs since they had to perform their speech in a limited time; that is, 2 to 3 minutes task accomplishment, or they did not remember the pattern of irregular verbs.

Based on post hoc multiple comparison using Bonferroni, it was found that the difference between using L2 Subtitles (Group 2) and L1 Subtitles (Group 1) was significant at the 0.05 level since the Sig. (.000) for complexity and the Sig. (0.034) for accuracy were lower than the significance level set by the researcher (0.05) and therefore the researcher can discuss further by looking at the descriptive statistic in order to know which group perform better. In fact, Group 2 (L2 Subtitles) performed better than Group 1 (L1 Subtitles) and Group 3 (No Subtitles) in terms of complexity, accuracy, and fluency. And yet, the difference between Group 1 and Group 3 was not significant at the 0.05 level in terms of fluency since the Sig. (.547) is greater than the significance level set by the researcher (0.05) and therefore the researcher cannot discuss further by looking at the descriptive statistic in order to know which group performs better because the exact probability that the difference due to sampling errors (.547) is greater than 0.05.

Conclusion

The result of EFL learners using L2 Subtitles compared to those using L1 Subtitles and without using Subtitles was significant at the 0.05 level in terms of complexity, accuracy, and fluency, it can be concluded that they do not need to prioritize the language dimension to produce their spoken performance and learners are able to attend to more than one aspect of language simultaneously (Robinson, 2001). So, the structural and functional complexities are connected rather than separating with each other and fluency, accuracy, and complexity may go

along with each other without being separated. Hopefully, the result of this study is beneficial to learners, teachers, and curriculum designers as a supplementary material.

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Biodata

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MOODLE AND READING COMPREHENSION MATERIALS FOR THE EFL STUDENTS

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Abstract: Moodle and the internet have modernized the means English as a Foreign Language (EFL) students communicate and acquire the target language. With a click of a button or a touch on the screen, any students who are lined to the internet can gain access to a riches of information, varying from books, poems, articles, newspapers, magazine, graphics, cartoons, etc. In addition, the students can interconnect with all people over the world using their English. It is vital that educational system and classroom practices be revolutionized to better prepare our 21st century students. This article contends that the idea of Moodle and Reading Comprehension Materials are not just fascinating notion. It is an essential, for it has a vast prospective to recommend in assisting the development of EFL students' reading skill through moodle. This article first presents a theoretical basis in the use of moodle and reading comprehension material for the EFL students, particularly in terms of authenticity and learners' autonomy. Secondly, it discusses kinds of reading comprehension materials for the EFL students. It, next, reviews sample materials for teaching English reading comprehension skill. Finally, it concludes how reading comprehension materials for the EFL learners can be served in Moodle.

The development of non-interactive technologies such as radio, television, compact-disk players, and stand alone software packages have been gradually replaced by the interactive ones. Internet is mostly used to communicate by people all over the world since it connects them quickly and facilitates long distance access. Interactive communication via internet has reformed human daily communicative practices. Email, mailing list, and social networking have been possibly and potentially used in several aspects of education. Over the past decade, pedagogical practices in higher education (HE) have undergone a significant move toward students-centered and community-based modes of learning (Rovai & Jordan, 2004). At the same time, the development of Moodle (Modular Object-Oriented Dynamic Learning Environment), an instance of Course Management System (CMS) (www.moodle.org) has facilitated both the instructors and students to have condusive community learning enviroment supporting them to access teaching learning activities not only in the classroom but also from outside the class. Such a learning environment also enables them to interact with each other and thus the activities can be centered towards the students and be geared towards their needs, interests, learning pace, etc.

Created by Martin Dougiamas in the 90s, nowadays Moodle has grown into one of the most popular open source Learning Management System (LMS) as it offers myriads of potentials in education, particularly in language teaching. Using Moodle, teachers can create powerful, flexible, and engaging online learning experiences. Moodle offers a complete, self-contained system that can manage the whole activities that a language classroom should deal with, starting from administering the students, providing materials, delivering assignments, providing feedback, evaluating and grading the students, etc., all in one integrated system.

Moodle has become so popular among university students' life because it has formed an integral community of the students' academic and social lifes. Deng and Tavares (2013) state that learning within a community is concerned with participation in the community-based activities of creating, sharing, and co-construction (p. 167). It is thus vital to explore students' engagement in online communities, in particular the facilitating and debilitating factors that affect their participation. Taking those into considerations, educators should be aware to examine possible efforts of this emerging technology on university students to assist them learn better in the new dynamic environment. In English Foreign Language (EFL) learning, various attempts and initiatives have been developed and documented in different learning setting, especially in Indonesian context.

Using Moodle in the EFL teaching learning context is not to transform students' learning behaviours directly, but it aims at building toward autonomous learning through culturally familiar learning practices. By doing so, the students would like to take part actively via online or offline learning activities and prepare for their own autonomous learning. Holec (1981) defines that learner autonomy is "an ability to take charge of one's own learning" (p.3). Little (2003), moreover, describes that learner autonomy is manifested by the learners's ability to initiate, monitor, and evaluate learning process. It is one of the principles in language learning that should be addressed seriously by a language classrooms by means of encouraging the students to use the language outside of the classroom context (Brown, 2007). To encourage the students' participation in Reading Comprehension class, for example, Moodle facilitates a structured environment that accomodates the students learning needs and learning materials. In addition, by providing an online mode of delivery, Moodle enables the students to learn "beyond the walls" of the classrooms (Brown, 2007, p. 71) and thus adjust their learning to their own style, pace, and time. This in turn can encourage them to be an autonomous learners.

Cahyono (2011) reveals that the teaching of reading as a foreign language (EFL reading) in Indonesia can be generally included in the teaching of reading comprehension. This is because it aims at improving the skills of learners, who have been able to read in their first language and in EFL, in understanding the meaning of a written text. Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text (Blanton et al., 2007; Neufeld 2006; Rapp et al., 2007). To comprehend English texts, readers must use their prior knowledge to analyze, interpret, organize and indicate the available information of passages. Richard and Renandya (2002) recommend teachers facilitate students performance of these abilities in comprehending texts, and provide students with many opportunities for practices are encouraged in a number of comprehension (p. 277).

English teachers, thus, have responsibilities to motivate reading by selecting appropriate materials. Richard and Renandya (2002) describe that the materials provide the basis for the content lessons, the balance of skills taught, and the kinds of language practice students take part in (p. 66). For learners, materials may provide the major source of contact they have with the language apart from the teacher. Tomlinson (2011) proposes that teachers are also materials developers and that they are ultimately responsible for the materials that the learners use (p. 2). To aid the students in improving their English Reading Comprehension skill, the teachers might adapt the materials to make them more appropriate for particular levels of students. Guthrie (1996) states that meaningful conceptual content in reading instruction increases motivation for reading and text comprehension.

Reading Comprehension

Sahu and Kar (1994 cited in Ismini, 2000, p. 13) state that reading comprehension is the process of inferring the ideas and information that the author intends to convey. The comprehension itself depends on the information contained and the background information available with the reader. Concerning the reading comprehension, there are some findings which state that a successful reader is affected by some factors. One of them is what Goodman and Smith (1996, cited in Singhal, 1998) claims that successful readers will consciously or unconsciously use the specific behaviours to enhance their comprehension. For example, readers apply some strategies and use their background knowledge to improve their comprehension of the text. Effective reading comprehension involves not only understanding cognitive process of the message on a printed page but also as a metacognitive process in which readers are aware of and have control over their comprehension (Taylor et. al., 1988:200). It means that there are some factors that influence reading comprehension performance.

From the definitions above, it can be concluded that reading is a mental activity of inferring ideas and information both for recreational and functional purposes. There are some factors that influence reading comprehension. They are individual development, experiential knowledge, cognitive and metacognitive ability, attitude, information contained, and background information.

Reading Comprehension Materials for EFL Students

Literacy is defined as the ability to read and write in a language, in many dictionaries. But actually, it refers to much more than that. Literacy is the ability to identify, understand, interpret, create, communicate, compute, and use printed and written materials associated with varying contexts. Literacy has been portrayed as the tools, and it involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in society as a whole (Ferdman & Weber, 1994). It is also: the ability to interpret graphics and visuals, the ability to speak properly in multiple situations and communicate ideas effectively, the ability to comprehend what is heard, the ability to navigate through a technological world, and the ability to write effectively in multiple genres.

Facing the fact that “Adolescents entering the adult world in the 21st century” will read and write more than before in the history of human development. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. To deal with the huge and flood of information, they will need literacy. In a complex and sometimes even dangerous world, their ability to read will be crucial (IRA, 1999).

Reading means reacting to a written text as a piece of communication. We can assume the intention of a communication on the writers part through reading, which the reader has some purpose in attempting to understand (Wallace, 1992, p. 4). Reading is not only merely a matter of transferring printed symbols into oral forms, but also an activity that involves mental process. It is more than the ability to understand the explicit and implicit meaning. Therefore, in reading the readers’ existing knowledge interact their with the text. Teacher should know how reading should be taught and how the goals of reading instruction should be formulated. Putting the framework of 21st century learning (e.g. <http://www.p21.org/>) into the perspective, this definition of reading has been expanded into ICT literacy which requires the learners, among others, to be able to “Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a

knowledge economy” (ICT Literacy, n.d). This situation thus requires us to expand our reading skills to using digital media as the sources of information, i.e., not only should we be able to read printed materials, but also the digital/online ones.

Integrating Reading Comprehension Materials into Moodle: An Example

As a part of our project in integrating reading comprehension materials into Moodle so as to provide an online learning materials to supplement oconventional face-to-face classrooms, a Moodle site is being developed at <http://eltunja.web.id/moodle>. Moodle version 2.6 was used and several additional plugins were installed to enrich the capabilities. A Moodle course named *ING314 Reading for Academic Purposes* was further created with a blended/hybrid course approach (Blake, 2009) in mind. That is, this course is aimed at supplementing the face-to-face meetings. The materials provided here are used to provide an opportunity for the students to enrich their learning experience outside of the classrooms by having more sources, practices, etc., that they can access anywhere, anytime, and at their own pace. This in turn is expected not only to develop their reading skills, but also their autonomy in learning.

As a supplement to the face-to-face class, this Moodle course follows the outline of the *Reading for Academic Purposes* syllabus, Curriculum 2013, English department, University of Jambi whose main aim is to provide the students with reading comprehension skills particularly in facing TOEFL and IELTS reading tests. As such, the materials provided in the Moodle are geared towards the skills commonly found in the tests, such as finding main ideas and topics of a text, finding details, making inferences, etc. The materials were taken from various sources, including text books, newspaper, magazine, online articles, etc., with various relevant topics. Such sources are expected to provide an opportunity for the students to be familiarized with authentic texts.

Furthermore, this course uses *Topic* course format. That is, the course is organized into several blocks based on topics so as to facilitate easy navigation. The first block named INTRODUCTION consists of several resources that the students will need throughout the semester, they are *News & Announcement* and *Discussion Forum*, both built upon *Forum* module that will facilitate communication among the teachers and the students; *Chat* which serves as an online chatting system; and the syllabus of the course, built upon *Resources* module which will enable the teachers upload the needed materials and the students download and save them. The second block, COURSE MATERIALS, are aimed at providing various resources for the course. These materials can be in form of digital documents (e.g. pdf and word documents), links to online resources, teacher-created internal webpage, etc. All of these materials were created using *Resources* modules. The third and fourth blocks are READING EXERCISES and READING TESTS which were both created using *Quiz* module and consists of several reading tests similar to TOEFL and IELTS reading tests. At the current stage of development, ten reading exercises, each focusing on one skill in TOEFL test, and two reading tests each comprising of one full TOEFL reading test have been created. The two blocks, however, are different in their use. *Reading Exercises* are meant as reading practices, thus students can do each for several times. After each attempt, the students will receive feedbacks and grades that they can use to improve themselves in the next attempt. This condition will allow them to manage their own learning which means that they can learn at their own pace. Those who manage to get good scores can proceed with the other activities, while those who don't can review their attempt and improve themselves. *Reading Tests* on the other hand are meant to be a kind of formative tests where the students only get one chance to answer and the scores can be used as a formative evaluation on their learning achievement. The fifth block is COLLABORATIVE ACTIVITIES where the students can do several collaborative activities. Currently, the only content is a *Glossary* module where the students can work collaboratively in creating a glossary containing the vocabulary that they encounter in their reading practices. This activity was prepared with a common sense that knowledge of vocabulary, at least partially, account for the success of reading, and lack of of might be an obstacle in reading (see for example Brown, 2007; Harmer, 2007). The sixth block is ADDITIONAL MATERIALS which is intended to provide the students with some additional materials that can enrich their learning experience. Among others, this block is planned to contain links to various interesting online materials for reading. Besides the blocks, this Moodle site is also equipped with various modules in the sidebar which add to the functionality of the Moodle so that it becomes a self-contained system capable of managing the course comprehensively. One of the module worth mentioned here is a module named *Remote RSS Feed* whose main function is to acquire news or story feed from particular RSS subscription. Besides news, RSS feed can also be used to display the types of reading texts for pleasure such as short story, etc. As concluded by Brown (2007), extensive reading is one of the key to students success in learning to read (p. 360). Harmer (2007) further suggests that extensive reading is mainly aimed at encouraging the students the students to choose what they like to read for pleasure (p. 283). Thus, this module is expected to provide them with various reading texts from which they can choose.

To sum up, those are several components that we have built in our Moodle course with an intention to enrich students learning experiences by providing various activities related to reading, including but not limited to reading materials, learning resources, and quizzes and tests in reading, etc. This Moodle course also has some

features that can facilitate the learning process and is thus a perfect choice for a course management system that can manage all learning activities.

Conclusion

The vast development of technology has changed the world as we know it. Not only has it changed our lifestyle, but it has also changed the way we view the world. Technology offers various potentials to enhance all aspects of our life, including education. Internet and computer technology, in particular, has offered various potentials yet to be explored and exploited by educators to improve the learning process. Moodle, as an instance of course management system, for example offers various features that can be used in teaching learning process including language learning. It provides varied, rich, and systematic activities built upon an supported by the theories and approaches in the teaching and learning of English as a Foreign Language (EFL). In particular, as explained in details above, Moodle offers some potentials in language learning as it can be used to provide authentic language use and autonomy to the language learners; two aspects that are known to be beneficial in language learning (see for example, Brown, 2007). This project therefore aims at integrating materials of *Reading for Academic Purposes* into the Moodle site, which includes reading materials, practices, etc. In the future, it is expected that more materials can be fed to the system and the Moodle site be validated by experts and be implemented in Reading classrooms.

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DEVELOPING MULTI-MEDIA SPEAKING MATERIAL FOR UNIVERSITY STUDENTS BY INTEGRATING LOCAL TOURISM ATTRACTIONS

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Abstract: This research is grounded in the learning strategy of speaking in which students have to be active in expressing themselves. The expressions can be explored when they have experiences to share. Based on the background, an interesting material is needed i.e multimedia. Therefore, material development in the multimedia should dig up the authenticity of students' experiences. One of the experiences is local tourist attractions which are very familiar for them. The first purpose of the research is to develop interesting multi-media speaking material for undergraduate students which places the local content, including culinary, culture and local tourist attractions. The second purpose is to find out whether the multimedia developed meets the students' need and interest to learn both English expressions and the knowledge of Indonesian country. There are several steps carried out in this research. The first is to design and develop the multimedia and the second is to give a trial on the multimedia for seeking feedback by distributing questionnaires. The data from the questionnaire are analyzed qualitatively. The result shows that the multi-media is interesting for the students to learn speaking. It also gives knowledge for them to learn the culture, culinary and tourist attractions in Jakarta.

Keywords: *material design, local content, speaking, multimedia, animation*

Introduction

One purpose of English teaching and learning processes done in the classroom is helping the students speak the language since language is always meant to be used to communicate with other people. In fact, one of the language skills, in this case speaking skill, is not often mastered by the students because they seldom or rarely use the language in daily lives. Besides, there are many students in a speaking class, especially in Indonesia, so the students get a very few chances to practice speaking in English. Therefore, a teacher should be able to teach speaking as interesting as possible so that the students get motivated to practice communicating in the language learnt.

Teaching materials depend on some essential factors: they are teachers, learners and contextual variables (Richard: 2005). Richard also says that teacher factors, in this case, include their language competency, cultural background, training and experience and their preferred learning styles. Learner factors refer to learning needs, learners' learning style preferences, interests and motivation. Contextual variables include school culture, classroom conditions, class size and availability of teaching resources. Therefore, the developer of teaching resources needs to know the conditions of teachers, learners and teaching context so that the materials will be effective.

Besides satisfying the needs of the teachers and learners, teaching materials should be interesting and something the learners are familiar with. When learners get interested in the teaching and learning process in the classroom, they will be more motivated and definitely they experience learning the language. One way to develop interesting material is by integrating local tourism attractions in it so that it will give the learners room to express themselves better.

The purposes of this research are first to develop interesting multi-media speaking material for undergraduate students which places the local content, in this case local tourist attraction and second to give the students experiences to learn both English expressions and the knowledge of Indonesian country interestingly.

Theoretical Framework

Developing material for students learning spoken English should be emphasized in at least two criteria; the first is authenticity which refers to authentic text or material which is used in everyday life for example, newspaper, manual book. Authentic material is always the one learners familiar with, and therefore is essential to be learned since it is real language use, not merely theoretical. The second one is interest. Definitely the material should be interesting for the learners in order to get the learners motivated. In this research the teaching material developed which meets the two criteria is local tourism attractions because it is interesting and authentic.

Multimedia as the one of the advanced technology which has become popular elements in language classroom can be used as the tool to enable and empower students in their quest for language acquisition. Multimedia helps to bring these authentic documents into the classroom. Therefore the role of a teacher as the model will be supported by the multimedia. In this case one-way communication between teachers and students

is less used, and the role of the teacher changes from that of the authority to that of the consultant and the facilitator. (Kornum, 2012: 71).

Previous research has been carried out to find out the effectiveness of the multimedia in teaching English. Fang (2006) discovered that through multimedia and network technology teachers can offer students not only rich sources of authentic learning materials but also an attractive and friendly interface vivid picture and pleasant sound. Ehsani et. al. (1998) emphasized that by combining sound, vision, text, video and animation, this self-paced interactive learning environment creates much more educative and creative classroom environments. It can be inferred that multimedia can be used for teaching language that students have fun while learning it.

It is easy for the learners to learn when they watch a multimedia presentation, since the information processing system in human beings uses both words (printed text, spoken text) and pictures (drawing, charts, graphics, maps, photos, animation and video) together rather than words alone (Mayer: 2001). Therefore, the design of multimedia environments should be compatible with how the students learn. Moreover, computer-based multimedia learning environments consisting of pictures (such as animation) and words (such as narration) offer a potentially powerful venue for improving student understanding (Moreno and Mayer: 2002). Multimedia can select events perceived to be similar or analogous, draw them out of their original texts, and reconfigure them within a different frame. It can repeat a segment of speech or a gesture over and over again up to absurdity; it can isolate fragments of speech or behavior to a level of presentation that was certainly not perceived that way by those who lived the experience. Hence, experience becomes one important thing for students to learn language. Therefore, bringing the experience to multimedia is one good thing for the students to learn language easily. The experience can be simulated in the culture they face daily such as the tourist attraction the students are familiar with.

Method

The research method used in the research paper started with the need analysis of the authentic material for teaching speaking for undergraduate students. It was carried out by Bina Nusantara University lecturer and students group discussion. After finding the ideas from the discussion, then the learning objectives were designed. It continued to develop topics and to write the story boards to design the animated pictures. After the multimedia animation was ready, the next step was recording the audio for the animation. Finishing touch was carried out to make sure that the animation multimedia was ready to be used.

The method of collecting the data was by testing the multimedia developed to fifty students of second semester, Bina Nusantara University Jakarta joining English course called English in Focus. After watching the video and having discussion in the classroom, they were asked to fill a questionnaire about the developing multimedia. There were seven parts of questionnaire: general idea about the animation, the content, the audio, the video, the characters and the language used and the culture. Each part consisted of five questions. The data obtained then were analyzed qualitatively by using the percentage to find out whether the multimedia was ready to be applied in real speaking classes.

Result and Discussion

The multimedia developed in this research was the one which was based on the idea that students would be interested and feel easy in learning language when they have a background of experience. Therefore, the topic of the multimedia was the tourism in Jakarta and its various culinary. Commonly, some of them knew the tourist destinations in Jakarta as the capital city of Indonesia. Unfortunately they could only explain them in their first language.

The multimedia developed was a story in which a foreigner from Japan, Natsumi came to Jakarta to visit her net friend Rina, a girl from Betawi (Jakarta). Natsumi stayed in Rina's family house where she was exposed to feel the situation of Betawi culture and learn its various culinary. She also visited the two places in Jakarta; The national Monuments and the Miniature of Indonesia Park. Picture 1 shows the characters used in the multimedia animation and picture 2 shows the situation when Natsumi and Rina were having Betawinese traditional lunch at Rina's house.



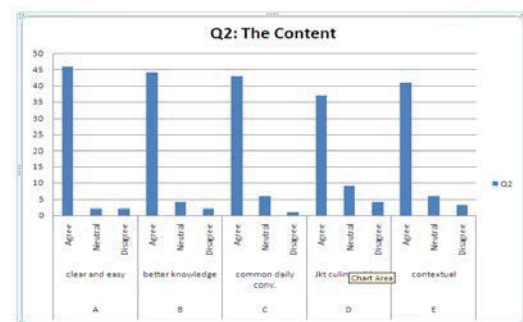
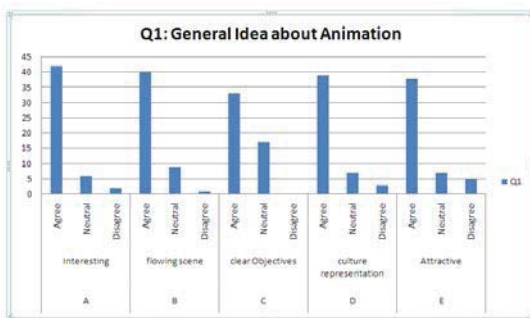
Picture 1: the characters



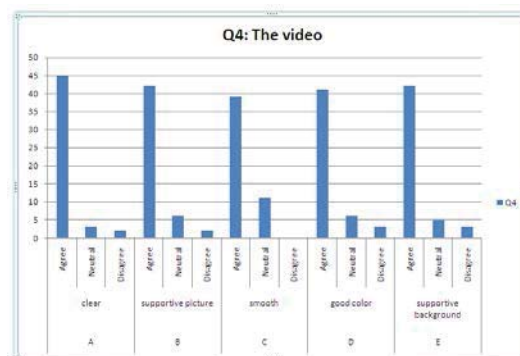
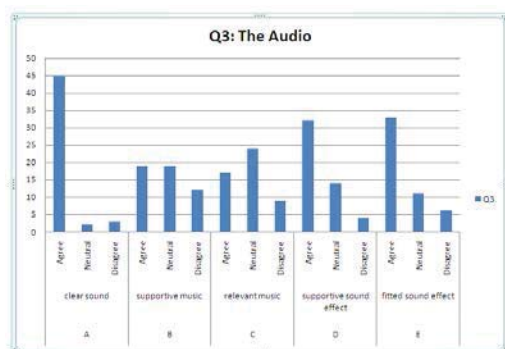
Picture 2: Having lunch

The language speaking skills to expose in this multimedia are the ability to do introducing, greetings, describing things, explaining, using the pronouns *this* and *that* while the vocabularies and expressions are focused on describing places and things as well as exclamations.

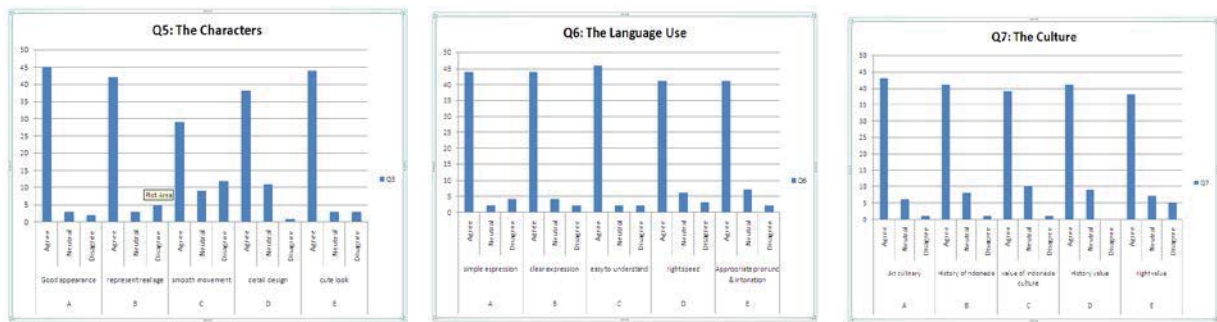
After the trial was carried out and the questionnaire was distributed to fifty students it was found out as follows:



From fifty students answering the questions about the general idea of the multimedia animation developed, more than thirty five students or 70% agreed that it was interesting and attractive. Moreover, they agreed that the scenes flowed smoothly, the objectives were clear and it represented the culture of Jakarta or Betawi. From Q2, it can be seen that more than 90% of the students agreed the content was clear and easy to understand. More than 80% agreed that it gave them better knowledge about the language, culture and Jakarta culinary. Less than 10% disagreed that the multimedia is contextual.



This multimedia animation was supported with audio. However, when the multimedia was displayed to the students, there was a problem with the music background. Therefore, Q3 shows that 90% agreed that the sound was clear but not the supportive background music and the relevant music about which only 40% agreed. On the contrary, more than 60% agreed that the sound effect was supportive. On The Q4 about the video, 90% students agreed that the picture and the color were clear. Almost 80% agreed that the picture was smooth. More than 75% agreed that the multimedia animation were supported with good picture and background.



The characters in the multimedia became the concern. Therefore, a question about the character was given. The result in Q5 shows that 90% students agreed that the characters were good in appearance and looked cute. More than 80% agreed that the characters represented the real age, and had detail designs. However, less than 60% agreed that the characters moved smoothly. In Q6, the question about the language used in the multimedia, as the main concern of learning of the language, more than 80% agreed that it used simple expressions, clear and easy to understand since it used the right speed with appropriate pronunciation and intonation.

The last question to ask was the representation of the culture in the multimedia. Almost 90% agreed that it represented the culinary of Jakarta, the history of Indonesia, the value of Indonesian culture in which students could learn to express in English.

Conclusion

From the discussion, it can be concluded that the multimedia animation developed for teaching speaking should meet the students need and equipped with the material which was based of students' experiences to make learning speaking easy and fun. The result also shows that the multi-media animation is interesting for the students to learn speaking. It also gives knowledge for them to learn the culture, culinary and tourist attraction in Jakarta. Finally, it can be decided that this multimedia animation is ready to be used as the learning material in the English speaking classes.

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BLOG AND CULTURE INTEGRATION TO TEACH ENGLISH FOR SMK LEARNERS

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Abstract: The use of internet (blog) as the media in classroom is becoming imperative nowadays since students themselves are growing within this digital era. It will be in line with their interest thus it will lead to a more conducive learning atmosphere. This is also one of the emphasis of Indonesia's latest curriculum, which is curriculum 2013, to promote the computer and information technology in teaching and learning process. In response to this, this article is trying to propose the use of blog, as one of internet application, being a media in teaching English. It is argued that blog can be a place for teacher and students to communicate and discuss the lesson. It, firstly, presents a theoretical basis in the use of Blog and English learning materials for SMK students. Secondly, it discusses the blog contains materials with culture integration in order to make the students to be more aware of culture differences between local culture and target culture. It, next, reviews the sample materials for teaching English. Finally, it concludes how the English materials for the SMK students can be served in Blog.

The current development of internet in this high technology era facilitates students to have activities not only in the classroom but also outside one. Master Base (2010) reveals that the use of web technologies that is characterized by user communities and a wide range of services, including social networks, blogs, wikis groove, RSS, and podcasts. Such applications encourage collaboration and efficient exchange of information among users. Having web technologies in English Foreign Language setting promotes the students contribution to the discussion. By doing so, the students could learn in constructing knowledge process because they have to involve in the online learning community.

Blog is one of examples of web technologies which can be utilized to help the students learn English interactively either to communicate with their classmates or instructor. A blog is an interactive homepage that displays asynchronously developed serial entries, by utilizing simple users interfaces and allowing users to easily maintain content or add new entries, with the features of inserting texts, graphics, video and audio (Deng & Yuen, 2011; Fageeh, 2011; Lai & Chen, 2010). Since the students could have much more time to continue their English lesson discussion in this blog, the instructor has to control the online learning process by responding their questions, encouraging them to practice their English skills such as reading and writing, contributing to add more relevant online learning sources, reflecting what their difficulties in learning English, or suggesting their classmates to overcome the problems. The students, therefore, are trained to be involved in the learner-centered learning process which concerns with their active participation either accepting the knowledge or referring to number of relevant references such as from internet sources or the other ones.

Vocational High School (SMK) learners in Indonesia learn English as one of obligatory lessons. Referring to Permendikbud No. 64 year 2013 of Content Standard is mentioned that Knowledge Competent for tenth and eleventh graders of Vocational High School (SMK) in Indonesia is they understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity of the knowledge, technology, art, culture, humanities, in the perception of human nature, nationality, state, civilization connected with phenomena caused factor and occurrence in the specific work field to overcome the problems. It means that they have to learn English based on their specific major in the schools namely agriculture, information and communication technology, tourism, accounting, fashion, bussiness and administration, etc. Unfortunately, the learners have not got yet the specific English learning materials which are in line with their future specific work field. They learn English that are similar with what have been learned by the Senior High School learners and it leads to demotivation because of its incontextuality.

In addition, culture is a vital element in the teaching and learning of English. By acquiring and comprehending the cultural knowledge, values and skills associated with the different varieties of English, English Foreign Language students could develop their cultural sensitivities using English as the medium of instruction despite their resentment motivation (Shaded, 2013:97). To help the Vocational High Shool learners easily learn English in English Foreign Language (EFL) context especially in Indonesia, it is definitely recommended to facilitate the learner to comprehend the target culture. In this case the English teacher might introduce and discuss various target cultures activities or customs usually used in the real native daily life by referring to some online sources namely youtube, blog, online newspapers or magazines, etc. Cahyono (2012:xiii) states that the teaching of target culture will enable EFL learners to open learners' horizon in the use of target culture when using English for communication at an international level.

The EFL learners, moreover, are necessary to use their local culture in the teaching of English in Indonesia. This is because they have been living in their own culture and, thus, using their own culture in the teaching of EFL will preserve their cultural identity (Cahyono, 2012:xii). The learners have been familiar with

the available cultural knowledge surrounding them which are valuable used in their English learning materials. They, then, could use English either to comprehend the target culture or to promote their local culture. Shaded (2013:100) reveals that teaching culture in the English classroom is to enable students to take control of their own learning as well as to achieve autonomy by evaluating and questioning the wider context within which the learning of English is embedded.

The previous studies probably do not directly discuss how both blog and culture can be used as English Specific Purposes materials for learners of Vocational Senior High School. Actually, this part seems to be something significant to help the learners use the target language appropriately. This article focuses on how blog and culture are used to teach English. Some related definitions and research findings are presented as a theoretical basis to figure out the blog and culture integration to teach English for SMK learners.

The Use of Blog in Language Teaching

Blogs used in education are known as edublogs. An edublog can be set up by a teacher, by individual learners or by a class. A blog set up and maintained by a teacher is known as a tutor blog. It is used to provide the learners with news and comments on issues, extra reading practice or homework, study tips, online links, and so on. In this kind of blog the teacher may allow learners to write comments in the blog. A blog set up and maintain by students is known as student blog. The student may post personal and family information, photos of their country, regular comments on current affairs and so on. Other students can be encouraged to post comments and reactions to students blog postings. Blogs could be a reflective one when they are used to reflect on what students are learning, or on classes that teachers are teaching. The blog that is used by entire class is known as class blog. In this type of blog all learners post to the same blog. This blog can be used to post comments on certain topics or on any other issue the teacher thinks interesting and relevant to learners.

According to Dudeney and Hockly (2007:90) there are some advantages of using blogs in the classroom. The blogs provide a 'real-world' tool for learners with which to practice their written English. Or, if it is used as part of international exchange, it is a way of contacting learners from other parts of the world. Even if a student or class blog is not shared with learners in other parts of the world, a blog is publicly available in the internet. It means anyone can read the blog, although only invited members can be given permission to add comments. Other advantage is dealing with correction-the help that is given to students with their written work. Blog is publicly accesible, so the teacher needs to be prepared to give learners plenty of time for writing, reviewing, redrafting and checking postings before they are added to the blog. To save time, peer review of work in progress can help with this process.

On the contrary, there are some disadvantages reported dealing with the integrating blogs in language teaching and learning. Divitini, Haugalokken, and Morken; Williams and Jacobs in Al Waely (2013) stated that integrating blogs into teaching and learning context has no value in enhancing students' motivation to become more involved in the learning process. In another study conducted by Xie and Sharma in Alwaely (2013) students showed negative and positive ideas regarding blog use. Blogs is considered helpful for learning and thinking but they gave them feeling of anxiety and insecurity because everyone may read and comments. Based on writers experience and informal observation, if teachers believed that technology does not fulfill their own and their students needs, then they most likely will not attempt to implement it into their classes. Another reason not to use blog in teaching is the unavailability of internet access in the school like many schools in Jambi.

English Learning Materials for SMK (Vocational School) Students

Learning materials for SMK are kinds of ESP materials. One of the key characteristics of ESP materials is that teachers and course developers value the use of authentic texts and tasks. The term 'authentic' denotes that the texts were written for purposes other than language teaching and learning.

Harding in Basturkmen (2010: 63) offered some advice dealing the use of authentic texts. They are 1) use contexts, texts and situations from the students' subject area. Whether they are real or simulated, they will naturally involve the language the students need; 2) exploit authentic materials that students use in their specialism or vocation; and 3) get the students doing things with the material that they actually need to do in their work

The use of blog let the students use the authentic text. The materials posted in blog not only authentic but also culturally integrated. The use of this culturally integrated materials in teaching will increase the students' awareness of national identity, their own culture, but open and tolerant toward other cultures. At schools the emphasis on the socio-cultural knowledge and intercultural skill should lead students towards achieving a level of socio-cultural competence. Arabski and Wojtaszek (2011:47) stated that teachers of English should not force the learners to admire British and American landmarks, but rather show them that English may become a tool for widening their horizons.

Using Blog that contain materials with culture integration

As reviewed above, there are two main issues discussed in this article, the first is the use of blog as the media in teaching and learning and the second is about integrating culture, both local and target culture, for the English materials. The aims are to familiarize students about culture differences and to have them more

acquainted with the use of computer and technology information. Both are two emphasis in Curriculum 2013 which is currently used in Indonesia. The curriculum itself is under development, so the paper is hoped can contribute to the development and be useful for the teachers as their reference in teaching later.

In the syllabus of English Lesson for SMK, particularly for eleventh graders, it is stated that the students are expected to be able to note the culture difference in delivering communication acts, like suggestion, opinion, hope and wishes. This is the place for the teacher to introduce the culture difference so the student will be able to perform the task communicatively. The students are told that there is no literal translation from Bahasa Indonesia to English, not only change the word to its equivalent in another language.

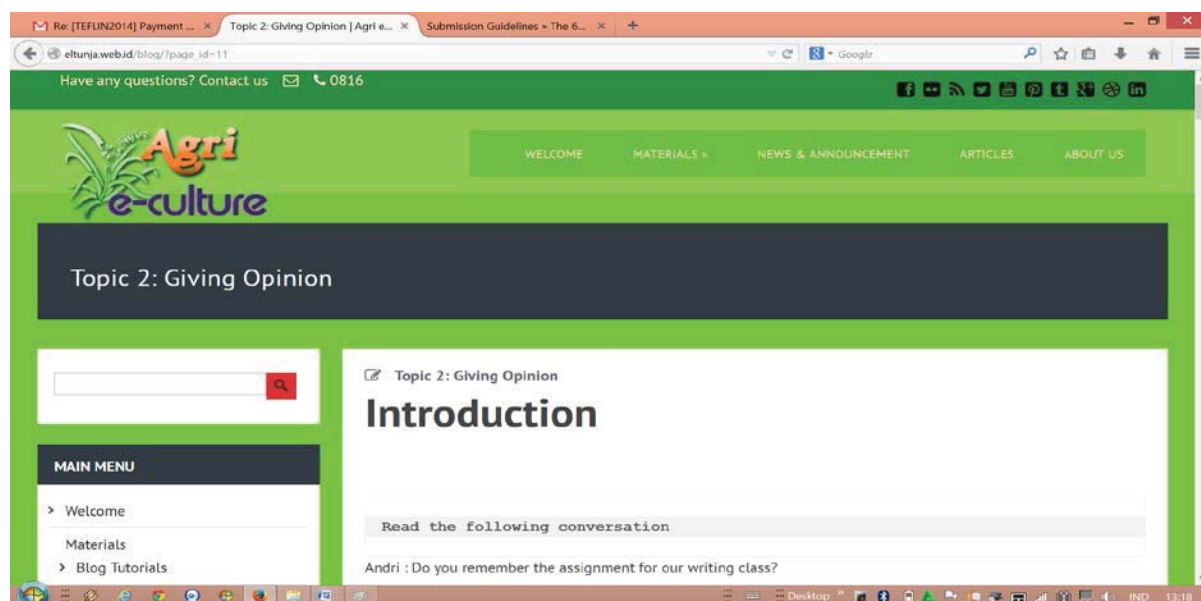
The purpose to integrate culture is to make learning more contextual and reflect to real life of the students. Students are responsible for their own learning because they are asked to figure out things by themselves, for example, to notice the different on language feature on delivering opinion in Bahasa Indonesia and English, to discuss the turn taking between the speakers so they can know the different on politeness marking on different cultures. Even from one topic, students can obtain the knowledge more than just expected. They can know how to deliver opinion in different context. The other purpose is to get the language learner acquainted with the situation in the target culture as well as having a deep knowledge to their own culture. Besides, the students will also be psychologically closer to the language they are learning.

Blog as the media in the classroom can serve as a helpful place to students who do not or can not participate in the classroom discussion. Students who are feeling shy to speak might find this as a place for them to show their ability. There is no basic difference of the blog function if it is culture integrated. But the most interesting thing is the students can provide their comment with external link to justify what they have written in the comment space. Talking culture is limitless, it depends heavily on one's assumption, justification, or experience. Thus, blog can be a place to a more fruitful discussion for the students.

Types of topics and activities that can be served in the Blog

Based on the overview of English syllabus of the curriculum 2013, there are some possibilities to integrate culture and to use Blog as the media in teaching process. For the culture itself, for example, it can be introduced to students when they are learning about delivering communication acts like opinion. The teachers can introduce culture in two aspects. Firstly, they can introduce the culture difference in farming activities (for students who are majoring in agriculture) so the students can gain knowledge on farming habits in different countries. Next, the teachers may also tell the students about different ways in delivering opinion, the common expression used for the native speakers of English for delivering opinion. The different of turn taking in conversation may also taught to student. Thus, the notion of politeness can also be addressed.

Blog as the media can surely be a place to topics like the above. The students can do various activity when they are login in Blog. As have been outlined above, they can discuss the farming activities as well as the difference in communication acts in the blog forum. They might use the expression of opinion straight away in their posts and it means they can directly apply the knowledge. Then, before they post their comments or opinion, they can search for information and this will make the discussion deeper. These activities can trigger their critical thinking and are able to participate more in the class discussion. They can also do quiz and exercise, then it will reduce paper and ease the teacher to correct the exercise.



Picture 1 Front page Agri e-culture blog

Conclusion

It is unavoidable for teachers to employ internet and its application in the classroom process. The students themselves are growing within this digital era so they will feel that the learning will be more contextual for them. In addition, the culture integration for their English material will add more their knowledge beside the English competency itself. Thus, there will be two aims that going to be achieved in this proposal, they are the English and ICT competency. The blog can serve as an alternative media in the classroom and the introduction of culture can create a love feeling for the students because they know more about the new language that they are learning. The learning process will become more interesting and the comprehensive competence will no longer hard to be achieved.

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DEVELOPING AN AUDIO MEDIA WITH SCRIPTED SONGS AND ITS EFFECT: A WAY OUT FOR FUN LEARNING FOR TEYL

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Abstract: Young learners from 7 to 11 years of age are under the intellectual development which Piaget calls concrete operation. Concretization in learning can be accomplished through the use of media. This study aims at developing a thematic-based audio media containing created lyrics of songs for TEYL at grade four of primary school. The study adapted Gall, Gall and Borg's Research and Development Model (2003). Result from the content validation indicates that the media is proved to have very high validity with CV= 1.0 and is categorized as having very good quality with the mean score 4.93. The result of before and after treatment research (Sugiyono, 2010) shows it is effective to improve the students' English achievement and their motivation. In terms of achievement, the students can reach 79.24 in post test (good) compared to 67.74 (mediocre) in pre test. Additionally, the result of questionnaires shows that all of the students (100%) are very motivated to learn English from utilization of audio media with scripted songs. Hence, primary school teachers are recommended to use these media for better TEYL.

Keywords: *audio media, scripted songs*

Introduction

TEYL in Bali has become an important issue since 1994. This is so considering Bali as an international tourist destination that all stakeholders, local government, teachers, students, and even parents find that being competent in English is beneficial and reckoned as an indicator of future success. Harmer (2007) stated that introducing English as the target language early in childhood leads to better and faster acquisition. Moreover, based on the Ministerial decree No. 22 year 2006 (*BSNP*, 2006) about the content standard, it is stipulated that TEYL in Indonesia is aimed to achieve basic oral competence in school context. This aim can be accomplished when all 8 minimum standards of education are fulfilled by the school. Two among those standards are teacher standard and facility standard. In terms of teacher standard, Ratminingsih (2010) found out that 43.25% English teachers in primary schools in two districts in Buleleng regency did not have educational background in teaching English. These data proved that English instruction has not been handled professionally. Furthermore, result from interviews with 25 teachers (Ratminingsih & Budasi, 2012) showed that they never used innovative audio media with songs. The only media which they used mostly printed book and pictures available in the book.

Media actually plays an important role in teaching learning process. Through various and skilful uses of media, learning material can be more interesting and easily transferred. Arsyad (2011) emphasized that learning process can become more dynamic and will reach the required target if it is added with media, such as audio-visual, printed, projector, film, games, and the like. In accordance to the developmental phase, children age 7 to 11 are classified under concrete operation by Piaget (in Elliot, Kratochwill, Cook & Travers, 2000). Willing (in Chitravelu, Sithamparam & Choon, 2005) claimed that concrete learners will enjoy learning strategies which use games, pictures, films, cassettes, videos, and others. Scott and Ytreberg (2000) also emphasized that physical world is the main way to convey meaning to children. Lessons will be easier and more interesting if objects and language are used optimally to deliver meaning. Csabay (2006) asserted that motivation is very important in learning a language, this can be achieved by bringing new and unique things into the classroom. In line with this, Yassaei (2012) added that the most popular way to create meaningful context in teaching English is by using media which can be presented in various formats, such as, printed, audio, and visual. This current research aimed at developing an audio media. It is in the form of songs.

Brewster, Ellis and Girard (2007) further explained different kinds of songs such as songs, rhymes and chants. Mol (2012) classified songs into nursery rhymes, pop contemporary music, and special created songs for teaching English. Ratminingsih (2010) and Ratminingsih, Suwatra and Rasana (2013) used special created song lyrics which are named scripted songs for TEYL. These kinds of songs are in the form of thematic-based created lyrics which are accompanied by familiar music recorded in CD. According to Shtakser (2012), music and songs can create good learning atmosphere in the classroom. This audio media is not only able to make learning enjoyable and relaxing, but more importantly it gives examples of language exposure which contains language components such as vocabulary, grammar, pronunciation and also language skills, listening, speaking, reading, and writing. In particular, for those English teachers who do not have background knowledge in English teaching, they are assisted with accurate model of language in the form of pronunciation and intonation by replaying the CD several times, so that they are more confident in their teaching.

The previous research proved the significant use of songs in TEFL, such as Ratminingsih (2010) in Singaraja, Komur, Sarac and Seker (2005) in Turkey, Cifuentes (2006) in Columbia, Sylla (2010) in Senegal, Sevik (2011) in Turkey, and Hidayanti (2011) in Malang, Java. The significant use of songs among those studies was to teach EFL across all levels of students starting from primary schools up to university in order to foster not only language competence covering language aspects as well as language skills, but also non language aspect.

On the basis of the afore mentioned concepts, this study focused on developing audio media with scripted songs in order to provide teachers with resources to teach English based on the themes for grade four of primary schools.

Method

This research was an R&D design adapted from Gall, Gall & Borg (2003) aimed at developing audio media containing thematic-based scripted songs for grade four of primary school. The development of product was based on the preliminary study of problems of the use of media. The product was then validated through expert judges in terms of content validity and quality. Furthermore, empirical validity was determined by conducting before and after treatment research to investigate the effectiveness of the media (Sugiyono, 2010).

The collected data were analyzed descriptively based on the result of questionnaire to identify problems in the use of media, development, validation from expert judgement, and research to examine the effectiveness of the media.

Two experts in EFL who have experienced in ICT-based instruction gave their judgement for content validation. The result of their judgement was analyzed using Gregory formula (Candiasa, 2011). The quality of product assessment which used Likert scale was analyzed using the table of quality from Nurkencana and Sunartana (1992) and the mean score of students' English achievement after treatment was compared to before treatment to examine the effectiveness of the treatment of the use of audio media. For the students' motivation, it was analyzed by calculating the percentage of the students answering the items in Likert Scale.

Finding and Discussion

Based on the result of the questionnaire distribution to 180 teachers and 225 grade four students in Buleleng regency, it can be reported that the majority of teachers (76%) had problems in media use. More specifically seen from three different types of media, only 42% teachers stated to use visual media, 19% conveyed to use audio media, and only 11% used audio-visual media. The result from questionnaire given to 225 students proved that 87% students found their teachers did not use media in teaching. In particular, 73.33% mentioned that their teachers lacked in using visual media, 96.44% explained their teacher lacked in using audio media, and 95.55% expressed their teachers lacked in using audio visual media. These data indicate that the majority of teachers in Buleleng regency had problems in utilizing media in their teaching. In fact, most of teachers mentioned that their schools have computers and laptops that they actually can make use of in teaching using audio or audio visual media. However, they do not have learning resources or materials which can be used with those media. This result brought the researcher to conduct this R&D research in order to provide them with learning resources especially audio media to support better English instruction.

As the teachers had the worst problems in using audio and audio visual media, this study was focused on developing the audio media in the form of CD to provide a variety of exposure of the target language to the students as well as to maximize the use of computers and laptops available to operate it. This is in line with Willing (in Chitravelu, et al., 2005), Scott and Ytreberg (2000), and Csabay (2006) that the students will enjoy learning when there is something new and unique in the forms of games, pictures, films, cassettes, videos, and others brought into the classroom. This study is also consistent with Yassaei (2012) that audio format is one way to create meaningful context in teaching English.

The audio media was developed based on the document study of the syllabus and lesson plan prepared by the teachers. It focused on the themes for grade four in semester 1. There were four themes (1) Introduction with three sub-themes, Greetings, Introducing Self Identity, and Introducing Others, (2) School Environment 1 with three sub-themes, Things in the Classroom, Commands & Prohibitions, and Requests, (3) School Environment 2 with two sub-themes, Instruction 1 and Instruction 2, and (4) Family Relationship with three sub-themes, Member of the Family, Asking for Member of the Family, and Asking the number and occupation of Family Members. There were 21 scripted songs in total composed in this research. The musical background was taken from famous children songs which were familiar to Indonesian children, such as *Tik-Tik Bunyi Hujan*, *Satu-Satu Sayang Ibu*, *Bintang Kecil*, *Pelangi-Pelangi*, *Cicak di Dinding*, *Naik Delman*, and others. This is aimed to make them aware of their source culture. There was also musical background taken from English children songs such as *Are You Sleeping*, *Jingle Bells*, *London Bridge is Falling Down*, *Twinkle Little Star*, *Row the Boat*, and others. The aim was to introduce simple music of the target culture.

In order to test the content validity of the media, the researchers developed a questionnaire with 20 items. It was developed from four main indicators of a good media, overall impression about the media, audience and purpose, content, and design. The researcher used Gregory formula in order to check the content validity of the items in the questionnaire. From the analysis it shows that the media had a very high validity (CV= 1.0) based on the criteria of the content validity (in Candiasa, 2011). In terms of the quality of media, the tabulation of total scores given by two experts is 4.93, which indicates that the media had a very good quality based on the criteria given by Nurkencana and Sunartana (1992).

The result of research using before and after treatment model, in which the validated audio media was tried out in three teaching sessions in primary school No.2 Sukasada, proved that the students achieved 79.26 (good) in the post test which was higher than before treatment 67.74 (mediocre) in pre test. This achievement result is also supported by the result of questionnaire on students' motivation after learning. From 19 students, 16 of them (84.21%) were very motivated and 2 of them (10.53%) were motivated, and only 1 student (5.26%) moderately motivated. Thus, it could be summarized that all of them felt very motivated to study using audio media.

On the basis of the findings above, it can be stated that media plays an important role in teaching. The result of validation from experts which valued the media was very good was in accordance to the concepts put forward by Scott and Ytreberg (2000), Csabay, (2006) and Shin (2006) that the audio media developed in this research can be used to give language exposure in TEYL both to primary school students in the cities and in the villages who have limited learning resources in their schools. The musical background of the songs taken from source and target culture was easy hearing and familiar. Thus, it could motivate them to study in the context that is related with the theme which is then easily understood. This is supported by Csabay (2006), Shin (2006), and Hamalik (in Arsyad, 2011) stating that motivation is very important in learning. Good motivation then leads to better learning and achievement. This is proven from the result of post test that they had better achievement after being treated with the audio media in the form of songs. This result is consistent with the result of research by Jadal (2011) that the audio media is effective in teaching English for young learners. This result is also congruent with the study conducted by Sevik (2011) and Sylla (2010) that both teachers and students had a positive attitude towards the use of songs in learning English which could enhance students' learning achievement. Furthermore, this study also supports the study conducted by Komur, et al. (2005), Cifuentes (2006), Ratminingsih (2010), Hidayanti (2011), Ratminingsih, et al. (2013) that the use of songs in learning English could increase the students vocabulary development, language accuracy, listening skill, oral production, and English learning achievement in general.

Conclusion

Audio media is one kind of media which is necessary to be used by English teachers in primary schools in Bali in particular or Indonesia in general in order to give variation of language exposure to EFL learners. This study developed an audio media which consisted of songs to provide contextual input of language skills and language components to students which could be proved to improve students' English achievement and their motivation to study English. Thus, teachers are recommended to use it in TEYL.

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AN ACCORDION BOOK PROJECT FOR RELUCTANT WRITERS

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Abstract: Today's students can't be separated from their gadgets. Those gadgets are able to provide all of their needs, especially enjoyment. Since there are huge of features in the gadget, they don't need to worry to get bored with it. Moreover, the increasing numbers of social media give them more opportunity to share their ideas freely. The condition will be contradictory different when the teacher asks the students to write in a piece of paper. They will show their glum face and start to grumble. It seems that writing is a boring activity. For those reluctant writers, fun writing activities should be presented to avoid their boredom. In addition, since there are huge number of free online resources, reluctant writers tend to copy paste from other's writing. Further, the writing instruction such as making summary or translating text are really uninteresting due to students not include on it. Reflecting those problems above, this paper will present a kind of writing assignment which is fun, original, and advantageous. It is believed that accordion book are able to increase students' motivation in writing. Also, students will be able to produce their own writing confidently.

Keywords: *accordion book, reluctant writers*

Introduction

As long as English becomes *Mata Kuliah Umum (MKU)* for non English Department students, its position gets less attention from them. Mostly, they only come to the class to fulfill their attendance only. In the beginning of the semester, students shared their experience of learning English when they were in the senior high school. Through unstructured interview, they delivered some important points: a) the target of learning English was be able to answer multiple choice questions in the test, b) the task given by the teacher was finishing exercises of the workbook, and c) the teaching method was teacher center which make the students got bored. To measure the students competence, the writer conducted a simple pre-test –each of the students tend to introduce themselves in both written and spoken forms. From those starting point, it is found that students have different level of proficiency, most of them are beginner, few of the students hate English, plenty of them have traumatic of English, and most of them want to improve their English. Based on above condition, the writer decided that the goals of English subject were releasing students' traumatic and increasing students' motivation. The writer believed when they have high motivation, they tend to have stronger effort, and as the result they will get higher achievement.

In reality, we realize that today's students live in digital era. They can't be separated from their gadgets even in a second. Through social media, they like to share anything with their friends. They update their status, giving comments, chatting, texting, etc. It is indicated that actually the students enjoy their writing activity in the social media. Thus, the writer wants to provide writing assignment that can increase their interest in learning English.

Some problems come up when the writer wants to give writing assignment to the students. First, it is already known that students are enjoy to deliver their ideas in the social media, but the condition will be contradictory different when the teacher asked them to write in a piece of paper. They think that writing in a piece of paper is uninteresting, monotonous, and boring. Second, since there are huge number of free online resources, some of the students tend to copy paste others' work when the writing task is difficult. The last, the task instruction which ask the students to make summary or to translate a text, it gives less advantages for the students due to they are not involve in the task.

Reluctant writers

All of those problems are divined as the characteristics of reluctant learners. They are the students who avoid challenges, who don't complete tasks, and who are satisfied to just get by in class. Some of them have the opportunity to excel but they don't seem to care about achieving in school. Many reluctant students have been told that they are poor students, as a result, they may fell frustrated, inadequate, confused, or even ashamed (Hebb, 2000). This effect can lead them to a further downward spiral, that is less motivation to excel.

In the writing class, they become reluctant writers. According to Oglan, reluctant writers have difficulty to start their writing, also they ask how to spell a word before writing it, they prefer writing about actual even to using their imagination. Sometimes they struggle with finding a topic, they tend to do only one draft, and also avoid revising and editing to make their writing better.

There are many reasons why students may be reluctant to write. Some reasons include dysgraphia, boredom, poor knowledge of the necessary subskills, and lack of interest in the topic. Other beliefs that students hold that contribute to low motivation include:

- a. Lack of relevance – A student may believe that schoolwork is unimportant and does not relate to his life or interest.
- b. Fear of failure – Student feel safer not to try than to try and risk failure or embarrassment.
- c. Peer concern – A student may act for appearing “cool” rather than to try and risk embarrassment.
- d. Learning problems – The student who struggles to keep pace with peers in the classroom may simply give up in frustration.
- e. Lack of challenge – Apathy toward schoolwork may stem from assignments that are below a student’s ability.
- f. Desire for attention – Student try to gain the teacher’s attention and support by appearing helpless.
- g. Emotional distress – lack of interest in schoolwork may be an indication of anxiety, distress, or depression.
- h. Expression of anger – A student may perform poorly in school as an act of rebellion against parental pressure to excel academically (Shore, 2001).

Ogden also offers strategies to use when teaching reluctant writers. He believes that reluctant writers need to be encouraged to use more complex language and to take risks, such as trying new vocabulary and writing more intricate sentences with connecting words. They need to break away from the comfort zone that known words provide. Reluctant writers should be provided with resources that are easy to locate in the classroom, such as word lists, personal and group-generated dictionaries, and model samples of student writing displayed in the classroom. They should also be offered plenty of choices for their writing activities and should be invited to read and enjoy examples of their chosen format so they have models for their own writing.

The writer herself provides storytelling models to provide structure. One of advantages is students will be able to construct sentences unconsciously. The students only need to read the example given by the teacher, then they change part of the sentences based on their own condition. Rather than limiting creativity, it allows some students to soar because it reduces anxiety and the pressure of developing all the elements of a story at once. An example of this template is mentioned below:

Theme: Describing Yourself



My name is Loony. I am 20 years old and I am from Detroit. I have long blue hair with blue complexion. My eyes are round and I have a sharp nose. My lips are red and I have a slim body.

I am easy to get sad, I rarely be happy. I have no friends because I am ghastly. Yet, I really want to have someone who likes me for who I am.

Theme: Guessing person’s character through describing place



Clues:

1. Bridge
2. Trees
3. Gazebo
4. Pool
5. Stones

Name of place:

Garden

Kind of person:

Hard worker

Garden

It is a nice garden.

There is a beautiful bridge.

There are many trees.

There is a comfortable gazebo.

There is a clean pool.

There are many stones.

In conclusion, my friend is a hard worker.

Those are the example of the templates. Thus the students only need to change the data based on their own condition. By using those templates, the three problems above have been solve. First, writing in a piece of paper won't be a boring activity anymore since students can show their uniqueness. It will become fun writing activity ever. Second, when the sources of data is the student himself, there is no place for them to copy paste others' work. Thus, every students will produce their original writing. Third, when the writing instruction is about students themselves, they will involve in the writing task. As a result, they won't feel of doing assignment, but share their own experience and it gives more advantages for the students. In short, the writing assignment should be able to create fun, original, and advantageous masterpiece.

Accordion Book

The accordion books is a folded structure, the book block is made by simply folding a sheet of paper back and forth in page-with increments. It offers several advantages in the realms of readability, printability, design and production efficiency. The basic design is like an accordeon (a music intrument). This is the example of accordion book.



These are the following steps to make an accordion book.

1. Using the book board as a guide, cut the book cloth so that it measures 1" larger all around.
2. Dilute a small amount of PVA glue with water. Carefully place the book board in the center of the book cloth and press down. Use the bonefolder to smooth out any imperfections (air bubbles, ripples, etc.).
3. Trim all four corners of the book cloth along the diagonal, using the book board as a guide.
4. Lift one edge of the book cloth and press it onto the back of the board. Again, use the bonefolder to smooth and secure. Repeat for all four sides. Tap each corner with the flat of the bonefolder so they aren't too pointy.
5. Repeat steps 1–4. We will now have two hardcovers.
6. Fold one of the strips of paper in half. Fold one edge back towards the initial fold. The top half of the paper now has two pages; each is 1/4 the width of the total sheet.
7. Flip the sheet over and repeat the procedure.
8. Repeat steps 6–7. We will now have two four-page accordions.
9. To connect the accordion units, use a 2-inch "hinge." Glue the units to the hinge. We will now have one eight-page accordion.

10. Again, dilute a small amount of PVA glue with water. Carefully place the book block in the center of the hardcovers and press down. Use the bonefolder to smooth out any imperfections. (Booney, 2013)

Conclusion

There are many models of accordion book, it depends on the students' creativity. The more free they decorate their accordion book, the more confidence they have. Due to the performance is unique and interesting, it is believed that accordion book is able to release students' traumatic of writing English. Further, it can be said that the accordion book is able to improve students' interest of learning English.

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Biodata

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THE UTILIZATION OF ONLINE LEARNING FOR ENGLISH CLASSES BASED ON NEED ANALYSIS

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Abstract: This essay will discuss about the application of online learning in English classes. Online learning is one of the latest technology that presents the material clearly by using all online learning features such as chat forum, video or audio. These features can help students to comprehend abstract concept better. However, online learning cannot be effective without well-planned instructional design. Two case studies, discussed in this paper, will analyse the usage of online learning for two different respondents' group. The subjects of these case studies are the students of English Language Education and Islamic Law Department in Islamic University of Indonesia. From the case studies, it is found that the use of online learning in teaching English needs analysis such as students' characteristics, students' need and facilities. This discussion implies that the usage of online learning is not only about using the technology but also considering many instructional aspects. Complete understanding about online learning utilization will help educators to maximize media usage for learning.

Keywords: *Online Learning, English Classes, Need Analysis*

Introduction

Most of English classes in university level today use online learning as one of media for learning. This media provides some features to support English learning such as audio, video, material presentation, chat room for interactive discussion, folders for all files, upload and download icon to add new materials. All of these components will help learners to visualize all abstract concepts and reach learning objective based on achievement indicator. However, using online learning for teaching is challenging because of different circumstances in the learning process itself.

Based on an observation, conducted from September 2013 until Desember 2013, using online learning for English learning needs analysis and specific preparation. During the observation, there were some findings in learning process such as:

- a. Computer literacy of students. Some students were familiar with online learning or technology in general but some others were not. This situation required special training before using online learning system.
- b. Material format. Sometimes online learning could not upload all material format due to file size limit. In fact, English material was not just written paper but also video and audio. Those kind of files could not be uploaded easily. Although some files could be uploaded successfully, it would take longer time to download the files.
- c. Internet connection. Most common problem in using online technology was internet connection. Some students could not upload their assignment due to technical error.

The observation above was the first input data to start further discussion. Now, the paper will be narrowed into two case studies in using online learning for college students in Islamic University of Indonesia. The goal of the observation is to show that online learning is effective and flexible media to be used in different English classes based on need analysis. There are two respondent groups for this study, one respondent group is from English Language Education Department and the other group is from Islamic Law Department. All students are freshmen students from Islamic University of Indonesia. These respondents use similar online learning for one semester. At the end of semester, both classes shows quite similar result although they have different background. From the result, it is assumed that online learning is not just about maximizing technology but also how to use it effectively to reach learning goal based on need analysis. These case studies are expected to give guidelines for lectures about how to use online learning based on need analysis in every class. At the end of the paper, the discussion will also present some practical classroom ideas for lectures in using online learning for English class.

Theoretical Framework

A. Online learning

Online learning concept in this paper is not only about media for learning but also instructional process. So, online learning is defined as the use of internet to access learning materials, to interact with the content, instructor, other learners and to obtain support during the learning process, in order to acquire knowledge,

construct personal meaning and grow from learning experience (Anderson, 2008: 17). From this definition, it is shown that media and learning are integrated in one learning design. The application of online learning in the class can bring positive benefits, for instance: media variation, up-to date information, easy navigation from one document to another document, interactive and convenient communication; and low cost (Smaldino et.al, 2005: 185).

There are many ways to use online learning. It can be used in asynchronous, synchronous or blended learning (Surdjono, 2010: 6). In asynchronous, online learning is used as a media to access material or drilling test and quiz meanwhile synchronous is virtual classroom. Lecture and students do not have to come to the class. They can do all learning activities online from their home or some other places with internet connection. Some of classes in university use blended learning. According to Throne (2003: 16) blended learning is an integration between innovative technological advances and interactive participation in traditional learning.

Case studies in this paper use online learning Edmodo with asynchronous technique. Edmodo is a social learning for educators and their students. Edmodo was developed in 2008 by Nic Borg and Jeff O'Hara, technology administrators from Chicago, USA. Edmodo is popular among 33 millions users around the world (Edmodo Team, 2014: 1). Some features in Edmodo are groups, communication streams, assignments, quizzes, planner, teacher libraries and students backpack, profile page, badges and publisher community. In this study, Edmodo is used to upload and download material, conduct drilling test, comprehension test and quiz.

B. English for Academic Purposes

Most of English classes in university level study English for academic purposes (EAP) because all skills are designed to support academic activities such as finding references, presenting paper, reading books and writing essays. According to students' book from Kathy Cox (2004: IV), EAP is designed to assist students who would like to pursue higher education in university level. EAP helps them to master, criticize, evaluate and produce topics in academic contexts. Usually, each chapter in EAP material includes four English skills from listening, speaking, reading and writing.

Listening focuses on vocabulary and conversation context meanwhile speaking discusses about practical conversation. For reading skill, students will learn to understand texts, continued with writing essays by using many kinds of organizational pattern such as narrative, descriptive, persuasive, etc. These skills will cover various kinds of topic such as education, entertainment, literature, environment, campus life, etc. In addition, students also learn other academic skill such as critical thinking, critical reading and technology.

During the study in Islamic Law Department and English Language Education Department, materials cover integrated skill. Two basic skills are reading and writing. Reading discusses reading comprehension from skimming, scanning, finding topic, main idea and supporting detail, meanwhile writing highlights technique from planning an essay, finding organizational pattern, citation and references. Listening and speaking skill are integrated in those skills by using video presentation and students presentation. Students also use other references such as interview and survey with educational specialist.

Based on the description above, learning English for college students can be an overwhelming process. They have to deal with language, content, academic skill and technology at the time. Online learning can be one media support to create variety in learning because online learning presents material in multimedia format. It presents written text, audio, video, image and animation. Multimedia and online learning are bridge for visualizing abstract concept.

C. Case Study

Case study was conducted from September 2013 until December 2013 (one semester). There were two groups of respondent for this study, they were 38 students from Islamic Law Department (Faculty of Islamic Studies) and 31 students from English Language Education Department (Faculty of Psychology and Socio-cultural sciences). Both of these groups use Edmodo as online learning in asynchronous technique. Students can download all materials or drilling test from Edmodo and they also can upload their assignments in the website.

1. Islamic Law Department (Group 1 = code G1)

Students in Islamic Law Department study English as one of basic requirement for freshment in first semester. They study English for one semester and it is hoped that English can support their academic skill as college students. For some students, English is really hard to master. Based on interview, some students said that they focused on learning Arabic language so they had lack exposure for English. In addition, they did not use various kinds of media in learning, especially online learning. Usually, they studied by using LCD and books. Therefore, it was one of challenges in using online learning because they needed more motivation to study English and practiced how to use the technology at the same time.

2. English Language Education Department (Group 2 = code G2)

Students in English Language Education Department study English as their basic competency to be English teachers in the future. They study English everyday for four years. Most of the students are interested in English, they have high motivation in learning and familiar with technology (gadgets).

These two different kind of students used similar technology to study English in one semester. The procedures of Edmodo utilization are:

1. Need analysis in the first meeting (Interview and Observation) for G1 and G2
2. Collecting findings.
G1: English is difficult. Students are not familiar with technology usage.
G2: English is interesting. Students are familiar with many kinds of technology.
3. Follow up.
G1: Brief description about Edmodo in almost every meeting.
G2: Brief instruction about Edmodo in the first meeting.
4. Impact.
G1: The students are still confused and they need ongoing instruction.
G2: Most of the students sign in for edmodo account without further instruction.
Based on the table above, different character of students can lead to different respond.

During the course, students from G1 needs more instructions than G2. Lecture gave brief description about Edmodo in allmost every meeting, especially for assignment submission. On the other hand, RG 2 could submit their assignment without further training. After completing all assignments in one semester, it is found that both groups have quite similar result without big significant different. The table below shows the recapitulation of assignment submission in one semester:

Table 2. Assignment Recapitulation

	A 1	A 2	A 3	A 4	Total	Average
RG 1	33	29	30	22	114	28,5
RG 2	26	25	33	33	117	29,5

Value Difference: $29,5 - 28,5 = 1$

Based on the table above, online learning can be a potential media for learning in different kind of situation. Although G1 and G2 have different background in English competency and computer literacy but it is still possible to integrate online learning in the class.

Conclusion

Online learning can be a solution if it is followed by clear proses from need analysis, clear instruction and aproprate objective. There are some practical strategies for lectures in using online learning for a course such as designing clear instruction from the first meeting, giving training to improve students' computer literacy and choosing relevant material for online learning. In addition, lectures do not have to use all features in online learning system. Some features can be used for tutorial, some other features are for discussion and the others can be used for games, quiz or drilling test. It means that online learning is not just about using the tool or media for learning but it is about using online learning to reach learning goal.

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Bibliography

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**LISTENING TO WRITE:
WRITING NARRATIVE USING NARRATIVE LEARNING MULTIMEDIA (NLM)**

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Abstract: This paper depicts the use of Narrative Learning Multimedia (henceforth NLM) in teaching narrative writing to enhance the students' skill especially in narrative writing through multimedia. The importance of multimedia and its value of interaction in education are commonly accepted. In addition, it will provide an opportunity for interacting with diverse texts that give students a solid background in the tasks and content of mainstream college courses. The subject of the research was the second semester of English department students who took intermediate listening. However, the research design is descriptive qualitative and in applying the NLM, the researcher employed teaching learning cycle adapted from Callaghan and Rothery (1988). In order to get the students' understanding, they were asked to listen and watch the materials displayed in NLM in form of movie, pictures and texts. Hence, the students do not only learn listening but also writing as its product of the listening process. As a result, the students become increasingly familiar with how to write a narrative by considering the schematic structures and linguistic features through NLM.

Keywords: *EFL writing, Genre, Multimedia, Narrative, Teaching Learning Cycle*

Teaching English in Indonesia has become a big challenge for all teachers and lecturers across the country. English in Indonesia is taught in all levels of education from elementary school to university level. To succeed in college, students need to develop not only linguistics but also academic skills. These academic skills cover speaking, listening, reading and writing. However, for most students, referring to my college students, writing is the most difficult subject compared to other skills because they consider that putting their ideas into written form is not an easy way to do since they do not only learn grammar and vocabularies but also how to create sentences into a coherence text. Writing is considered as one way of communication between writer and the potential readers (Cahyono and Setyaningsih, 2014).

In many writing classes, traditionally, classroom situation is teachers standing in front of the students, giving explanations, informing, and instructing. They usually use marker or chalk to write something on the black/whiteboard. In the meantime, this method of teaching is called teacher center. In other words, the implementation of integrated English skills sometimes helps lecturers to enhance their students in writing. Writing, reading, speaking and listening are communication skills that are important in all subject areas in the curriculum. The common integrated skills the lecturers used in teaching English skill are that reading is related to writing and listening is related to speaking. Since those English skills are interrelated, there is a possibility that listening practices can give outcome to writing.

Listening is one of English skills that needs much concentration and attention when students learn it. In learning listening, students are encouraged to be serious because once they lose their concentration; they will lose some parts of the listening text. It can be said that listening is a hard job, but it can be easier if we apply what we know about activating prior knowledge, helping students organize their learning by thinking about their purpose for listening, and in relation to this, if writing becomes a goal of the classroom, using well structured writing based on its genre (recount, narrative, description, etc.). Also, listening is so challenging, because lecturers need to think carefully about making their activities successful and the content more interesting. Rubin (1994) confirms that:

As teachers and scholars grow to understand the unique characteristics of the listening skill and the significant role it plays in language learning and communication, they recognize more and more the importance of the teaching listening comprehension in the second language classroom.

Regarding to Rubin's statement, lecturers or educators should develop their knowledge in teaching especially in listening. Hence, to make a listening classroom more enjoyable and communicative, lectures may develop their listening material by involving multimedia as the tool in teaching listening.

Multimedia gives many exciting possibilities for meeting the foreign language learners' need recently. For the sake of this research paper, the researcher defines multimedia as the delivery of instructional content using multiple modes which include visual and auditory information. Therefore, students are able to use this media information to construct their knowledge.

It can be said that the use of multimedia in teaching and learning process in Indonesia has been steadily increasing from year to year. The importance of multimedia and its value of interaction in education are

commonly accepted. Employing a multimedia in classroom is not an easy way to do since it needs a sophisticated tools such as a computer or a laptop as well as internet connection (in a certain multimedia, it can be on line and off line connection). The use of multimedia in the classroom will provide an opportunity for interacting with diverse texts that give students a solid background in the tasks and content of mainstream college courses. Moreover, by using multimedia in classroom cannot be denied because there is possibility for lecturers giving more opportunity to their students being happier and more enjoy during the course. Based on the previous reasons, this paper depicts the use of narrative learning multimedia (NLM) to develop the learners' skills especially in narrative writing through multimedia.

The fundamental principle behind multimedia learning is best described by Mayer (2005), one of the leading researchers in this area. He argues that "People learn better from words and pictures than from words alone". In this context, it can be said that words are classified into written and spoken text. Meanwhile, pictures are included into static graphic images, animation and video. The use of both words and pictures is more interesting and effective than words alone should not be surprising in light of what we know about how the brain processes information. Based on Sweller's research (2005), it says that the use of both words and pictures lets the brain process more information in working memory.

Extending this basic principle, Mayer (2005) and his colleagues tell us that narration and video is much more effective than narration and text. Similarly, narration and video appear to be more effective than narration, video and text. Narration and text rely on the same channel to process information (Baddelley, 1999).

Today's typical undergraduate students is accustomed to receiving information on a daily basis in a variety of format such as multimedia channels. Multimedia has been applied by many teachers in teaching and learning process lately. The use of multimedia has helped many teachers and educators on their teaching English process more interestingly and effectively because by applying multimedia in the classroom, it can reduce the students boredom in learning English especially writing since it need a lot of effort such as grammar, sentence order, punctuation and many others. Multimedia can present a challenge to educators wishing to engage students in the classroom while still providing required content in order to increase learning outcome.

Method

This research is descriptive qualitative one. It describes the use of multimedia in teaching narrative writing in listening class. In this research, the data are in form of written ones. The data were obtained from the listening tasks where the students were asked to write a narrative text based on the instruction displayed in multimedia. After the students had listened and watch a movie presented in NLM, then, they wrote a narrative text based on some pictures given in NLM.

There were sixty four students' narrative writings and based on the purposive sample the researcher took 5 as the sample of the analysis. Meanwhile, the students were the second semester students of English department, faculty of Humanities Dian Nuswantoro University. However, for the implementation of the research, the researcher applied learning cycle introduced by Callaghan and Rothery (1988) as the framework of the analysis.

Findings and Discussion

In this part of sub chapter, the researcher presented the findings and its analysis of the data. In implementing the NLM, the researcher applied learning cycle framework introduced by Callaghan and Rothery (1988) as cited in Hammond (1992). In this kind of approach, there are four cycles which were implemented in the process of teaching and learning listening through Narrative Learning Multimedia (NLM). The four stages in the teaching – learning cycle are as follows:

1. Stage One : Building the context or field of the topic of text – type

In this stage, the lecturer gave the students the ideas regarding to the material discussed through Narrative Learning Multimedia. By using this media, lecturer showed and explained the students some theories about narrative such as the social function, schematic structure, and linguistic features displayed in NLM clearly. It is useful for lecturer to explain the material for several times in order to the students understand about narrative text. In the meantime, lecturer's scaffolding is needed in this stage because the learners can adopt the knowledge about materials given through NLM such as displayed below:



Figure 1: Schematic Structure of Narrative

2. Stage Two: Modeling the genre under focus

In this stage, the lecturer gave the students some examples referring to the material given. Since the topic of the discussion is narrative genre so the lecturer gave a model of narrative text through NLM and the title of the text is "Sleeping Beauty". It is also necessary giving some reviews and elaboration of the text given as the example by highlighting the schematic structure and linguistic features. Then, along with the students, the lecturer analyzed the body of the narrative text together by writing them on the whiteboard. So it is hoped that by doing group discussion, the students will understand more the schematic structure and its linguistic features of narrative text. Below is the example of narrative text presented in the NLM.

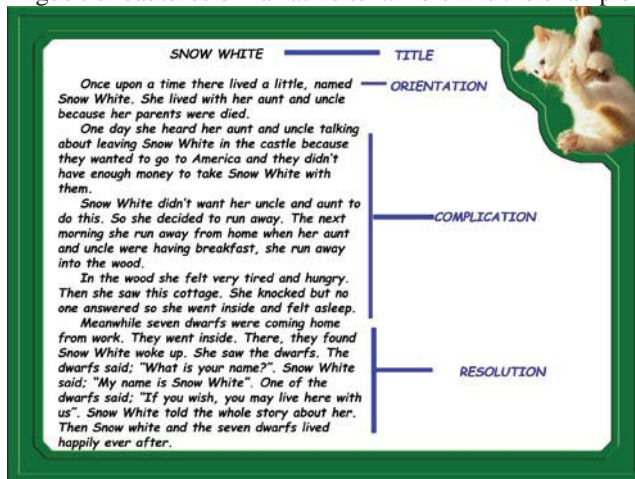


Figure 2. The example of Schematic Structure

3. Stage Three: Joint construction of the genre

Through this stage, the lecturer gave some pictures through NLM dealing with the topic discussed in the previous stage, which was "Sleeping Beauty". The lecturer asked the students to make a paragraph by watching the pictures given in NLM in group. They wrote a narrative text entitled "Sleeping Beauty" based on the order of the pictures displayed in the NLM. Meanwhile, the lecturer acts as a fasilitator and a guidance to the students when they meet difficulties in applying the schematic structure and linguistic features.



Figure 3: Pictures of Sleeping Beauty

4. Stage Four: Independent construction of the genre.

Before going to the last stage, the lecturer assessed the students if they were ready to go to the next stage that is independent construction. Then in this part of the stage, the students were invited to write another narrative text with a given topic that is "Cinderella". In this step, they wrote the text individually by referring to the pictures given in the NLM as presented in figure 3 below:



Figure 4: Pictures of Cinderella

Considering the implementation of the NLM through teaching learning cycle, a further discussion were described in the following explanataion for each element including both schematic structure and linguistic features. The brief explanation for each element can be seen in the following description:

Social Function

In this part of the element, the students were aware that the social function of the narrative text is to amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds two resolution. Based on the students' writings, it was clearly stated that all students understood well about narrative text.

Schematic Structure

In the meantime, referring to the result of the students' writings, most of the students could produce a good narrative writing regarding to the schematic structure such as orientation, complication, resolution and coda.

Orientation

Here, most students can make orientation successfully. The example of orientation was shown in the paragraph below:

Once upon a time there *lived* a young beautiful girl named Cinderella. She *lived* in a big house with her stepmother and step sisters. Her mother and sisters *were* very cruel. They *made* Cinderella as a maid. They really hated Cinderella even she is their sister.

The example above shows that the students could produce an orientation in his paragraph. It is proved by "once upon a time" as time indicator in the beginning of the paragraph meaning when the story occurred. In addition, it also describes the main character of the story named Cinderella as well as other characters such as her step mother and step sisters.

Complication

In this part of schematic structure, the students are encouraged to make sets off a chain of events that influence what will happen in the story. In writing his narrative, the student could produce this complication orderly based on the chronological events presented in the pictures which was displayed in NLM. The example of the complication is illustrated below

One day, the prince of the kingdom of the kingdom *made* an announcement to all women in that kingdom. The prince *was inviting* them to join his party, because he *wanted* to looking for a woman to become his wife. Cinderella also *heard* about this announcement. She really *wanted* to join the party, but she *confused* because she *didn't have* a good dress, *didn't have* a make up tools. So Cinderella *shared* her confusedness to her animal friends. *Suddenly, a fairy came in. Fairy told Cinderella that she can granted her wishes. So the fairy swing her magic stick and suddenly Cinderella already dressed up, but the fairy told Cinderella that on 12 am the power of the magic will disappear...* finally the clock already 12 am. *Cinderella ran away from the prince but one of her shoes was left.*

It can be seen in the example of the paragraph above that the student can make a complication based on the pictures given in NLM (it has been explained in the stage four of learning cycle). He wrote the story based on the chronological events presented through the pictures properly and clearly. Regarding to the italic sentences, it can be seen that students developed his writing to a wider context but he wrote by referring to the pictures given in NLM.

Resolution

In the last part, the student produced resolution also based on the picture given. Here, he can make a paragraph describing about the final event of Cinderella. Here is the example.

In the next day, the prince *was looking* for the woman who has the shoe. He also *came* to Cinderella's house... *so the prince made Cinderella became his wife. Eventually, they lived happily ever after.*

In the example above, it shows the ending of Cinderella story. At the final ending (the italic sentence), the student wrote that the prince asked Cinderella to marry him and they lived happily ever after.

Linguistic Features

After discussing about the social function and generic structure of narrative, now in this part, the students also learn about language features of narrative such as the tenses, adverb of time, time conjunction, and action verbs. Through NLM, the students do not only learn how to write a narrative text but also they can develop their ability in grammar. It can be seen in the previous example that the student applied simple past tense in his writing such as modal auxiliary *to be was and were*, and *did*. Also, irregular past verbs such as *lived, made, became, told, heard, dressed up* and etc. Other linguistic features found in the student's writing (displayed in the previous example) is the use of action verb such as *lived, made, heard* and etc. In addition, the use of time

conjunction is also existed in his writing such as, *when* and *suddenly*. However, adverb of time and specific character are also described in his writing such as *once upon a time* and *one day* as well as the name of Cinderella as the main character respectively.

Conclusion

In conclusion, the use of Narrative Learning Multimedia in teaching listening can develop and enhance students listening skill. In addition, it also improves the students' ability in writing because this multimedia helps the students not only learn listening but also writing skills. However, the implementation of multimedia in the classroom also makes the teaching and learning process more interesting and enjoyable.

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IMPROVING EFL LEARNER SPEAKING ABILITY BY USING DIGITAL SERIES PICTURES

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Abstract: Improving the students to speak English is challenging. Frequently, the students got high score teoritically but it is not accompanied by their practice, in speaking for example, most students understand what the speaker says and respond it well, in contrary, when they are asked to stimulate the conversation seem find difficulties. Based on the experience the writer presents the alternative strategy to encourage the students to speak English by applying the electronic media especially cellular. Since the using of gadget is very popular among the teenager presently, thus the writer try to expose the media to optimize in teaching learning activity. The short description of the strategy are; the students are assigned to make a series digital pictures telling about their activities individually, the document is completed with the crew who involved in the making of product, next they present it in front of the class, the audience may give respond about the pictures, watching different pictures will be very interesting and the most important thing is the goal to make the students speaking is achievable.

Keywords: *Improving ESL Learners, Speaking ability, Digital series pictures*

Introduction

The porpose of teaching speaking as stated in English Curriculum for the eighth grade students are enable the students to interact with closest surrounding. The writer observes that speaking skill is still become a burden for the students to build communication. Although they achieved good score in English it is not guarantee that he/she can speak English fluently. Some factors that my lead to this problem are; 1. As second language learner, English is almost never used in daily communication, 2. In teaching learning activity English teacher tend to use first language rather than English to interact with the students, 3. less awareness the importance of English as an international language.

Speaking perhaps the most fundamental of human skill and because we do it constantly, we do not stop to examine the processes involve. Yet, having simple conversation is anything but a simple process—particularly if someone speaking a new language, Bailey (2002).

Mastering foreign language (as foreign language in Indonesia) means having capability in expressig it through speaking activity. Experts agree that speaking become a primary indicator of language competence. The discussion in the nature of speaking begins by distinguishing between spoken and written language. Burns and Joyce (1997) state that when speech is written down it appears far more disorganize and chaotic than written language. Yet, in real spoken interaction, speakers are readily able to understand and respond to each other. This suggest that speech, far from being disorganized, has its own systematic pattern and stuctures.

In teaching speaking there must be some problems encountered by both the teacher and students. These what inhibit them to be actively speaking in the classroom. Specifically, different age and level have different problem. That's why the goals and the techniques for teaching speaking are extremely diverse, depending on the students, teacher and overall context of the class Brown, (2001:267). Trying several techniques is a wise solution in finding the most appropriate activity fits to the students' condition.

Relating to the problems of speaking activities, Ur (1996:121) classifies them as (a) inhibition, (b) nothing to say, (c) low or uneven participation, and (d) mother- tongue used. Learners are often inibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Even if they are not inibited, we often hear learners complain that they cannot think of anything to say. We sometimes also find that only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. Students find it difficult to talk freely in the classroom this happens when they do not know how to organize their thoughts (Wyatt, 1989:113) . in addition , they feel uncomfortable in discussion because they are afraid (or they know from experience) that others will misinterpret what they are saying or that they will get lost in their own argument and lose their train of thought.

Based on the phenomenon, it is obvious that there is a gap between expectation, reality and the content of curriculum. There must be some reasons that can be taken into account . many aspects that influence the succes of speaking English in Indonesia. The most dominant aspect is the teacher. As reported by kweldju

(1985), a teacher has limited competence in expressing themselves in English it is due to the lack exposure to English for communication either inside or outside the classroom (Kweldju 1985)

The activity raised the students knowledge of how to operate the technology especially the camera and the creativity to make series pictures interesting to be presented technology of gadget or cellular phone today is booming, none can be separated by such media, the fiturs provided in the gadget make it possibe for the students to explore more than what they need.

The use of media especially digital camera or cellular phone is really effective in teaching learning activities as well the other factors that support the learners in learning or acquiring English speaking skill. the teacher technique commonly monotonous, tends to the teacher centered in teaching activities frequently using the text book or find pictures from the printed media then the students are asked to tell what is the picture about. This activity is *not suitable with what the students expectation* presently, it is too traditionally since there is no variation. As the effect, the students joined the teaching process passively.

Body

The simple description of the task are as follow; First the students are asked to choose their mate preferable if their houses are near to each other for the effectiveness. Second, they decide what kind of series picture they want to make, since it is stated in the content standard of English Curriculum that the teaching material of recount text is in the second semester of eighth grade, then the teacher lead them to make a series picture of their activities in holiday. The students often eagerly to tell his/her experience so that it they enjoy when they do this assignment. Third, they arrange the pictures they took into cronological order, including some terms; 1) Starting from the journey to reach the destination, 2) activities in the location , 3) what is the special moment when they explore the location.

Fourth, the students have to arrange the pictures cronologically by giving the comments in bubbles or call outs to each picture. The whole series of picture then wrapped in such a motionless movie product by including the members of the crew involved in the process of making the pictures.

Fifth, the product must be filed t in a CD or flash disk and submitted to the teacher. In presentation, the students in turn present their product in front of the class. The teacher set the classroom in order the situation makes it possible to watch the pictures on the screen together , it is interesting and fun because it just happens and the students feel proud since they can make such a simple movie. This activity enhancing students to speak as well as raised their self- confident to speak front of the public.

Ur (1996:120) indicates four characteristics of a successful speaking activity: (a) speakers talk a lot. As much as possible of the period of time alloted to the activity is in fact occupied by learner talk. It may seem obvious, but often most time is taken up with teacher talk or pauses, (b) participation in even. Classroom discussion is not dominated by a minority of talkative participant: all students are speaking, and contribution are fairly evenly distributed, (c) motivation is high. Learners are eager to speak: because they are interested in the topic and have sometihng new to say about it, (d) language is of an acceptable level, learners express themselves in utterances that relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Some indicators that lead for the effectiveness of the implementation of the strategy are as follow; a) the students' vocabulary increase, b) the students can present the topic cronologically, c) the students courage to speak in public in acceptable level and d) teaching learning activity were enjoyable. The most important thing that this strategy contributes to enrich the teaching speaking skill.

Conclusion and Suggestion

The result of the implementation of Digital series picture to improve EFL learners has been achieved. As it is described in the previous section, it can be seen that the students' product can improve the students skill in speaking

Based on the findings, it can be concluded that: (1) Improving EFL learners peaking ability by using digital series pictures could improve the ability in speaking (2) the application of digital series pictures was able to encourage the students to be more active in speaking, (3) the activity raised the students creativity to operate and create the product by implementing technology, and (4) the use of the technique made the students enjoy speaking activities.

The practitioners and English teachers especially, are suggested; (1) to give much more opportunities for the students to explore their knowledge by implementing the technology in teaching learning activity. (2) to use the alternative strategy to improve the students' speaking ability or teaching other language skills and language components.

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IT, KNOWLEDGE AND PRACTICE: BLENDING TOGETHER IN FACILITATING TEACHING AND LEARNING LISTENING IN EFL SETTING

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Abstract: Incorporating IT, knowledge and practice must be an essence of teaching listening in EFL classroom setting. The power of Internet influence on students' learning seems to be a crucial approach to the EFL teaching as it will provide the learners with fun, easy access, motivating and interesting learning material. Furthermore, within Internet learning resources, the learners will obtain a wide range of updated knowledge and information. Therefore, the students will acquire listening skills; be self-motivated on doing repetitive practices; do voluntary self-correction, and get further boost of knowledge. As listening ability plays a vital role in interpreting oral information or communication acquired from English speaking and pronunciation, helping the EFL learners with Internet Technology (IT) learning resources help is worthy. Notwithstanding, listening skill seems simple and many times is considered as a passive but challenging activity. However, it is obvious that students, especially in Tanjungpura University, face a wide range of problems hindering their ability to negotiate the meaning retrieved from the listening activity. Problem besides listening anxiety, self de-motivation, lack vocabulary, passive learning style and limited learning resources are the major factors affecting students' in improving and enchanting their listening skill. Therefore, this study aims to address the problems faced by the listening classroom by using IT resources in order to facilitate the students' learning with interesting and *authentic-text* or resources.

Keywords: *listening anxiety, non-conventional material, fun, motivating learning, authentic text, e-resources, self-correction*

Introduction

Listening ability, like other language skills, has a crucial role in understanding communication. According to Mendelsohn (1994) listening accounts for 40 – 50% of communication within speaking at 25 – 30%, reading at 11 – 16%, and writing at 9%. In learning a foreign language like English, EFL learners need to be aware that listening skill requires other language elements' competency so that the listeners will be able to recall and understand information that is presented orally. As listening skill requires a set of complex skills, the learners apparently face problems if they lack those supported parts language skills relating to the listening skill. Flowerdew (1994) affirms that orally presented material involves a wide range of phonological and lexical features. Additionally, Ito believes that spoken language may contain less lexical information than printed language, and these reduced forms have been shown to interfere with listening comprehension for non-native listeners (2001). Regarding obstacles affecting listening skill, our first year freshmen students in University of Tanjungpura (Untan) Pontianak, Indonesia, obviously face the listening problems and the difficulties seem to be significant factors affecting their learning motivation as they set them into their learning mental block. Problem besides listening anxiety, self demotivation, lack vocabulary, passive learning style and limited learning resources are the major factors affecting students' English listening skill development and enhancement. Therefore, it is necessary for EFL instructor to find an easy approach that can bridge the learning requirement and anxiety through some media that naturally can provide the students' learning.

Therefore, in order to address the listening problems in our university, promoting active listening by utilizing Internet based resources for EFL listening classroom seems to be an interesting approach in order to address students' multi problems towards learning listening. The Internet power is not only expected to give a significant influence on students' EFL listening skills and knowledge but also naturally kindle the students' learning motivation as the learning becomes fun, easy access, familiar, and interesting.

Listening Comprehension

Listening comprehension is an active process through which a listener needs to understand aural inputs with any kind approach the listener use to understand the text conveyed orally. In this process the listener may relate the aural text to her/his prior or background knowledge so that the listener is able to negotiate the meaning and obtain the meaningful unit of the aural text retrieved (Buck, 2001; O' Malley, Chamot and Kupper, 1989). Tony Lynch believes that to make meaning on spoken messages, listeners need to integrate information from a range of sources such as phonetic, phonological, prosodic, lexical, syntactic, semantic, and pragmatic (1998). Regarding listening approach, in the attempt of using Internet technology based resources, both approaches such

as bottom-up and top-down modes or forms are employed in order to enable the learners to comprehend the listening.

The importance of Authentic Materials in Teaching and Learning EFL

O’maggio- Hadley defines authentic material, “language samples—both oral and written—that reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by native speakers” (pp.189-190). Regarding the understanding of authentic texts by both ESL and EFL teachers, it is clear that most teachers have similar main belief of the definition and use of authentic text. Kilickaya (2004) mentions today’s many language teaching professionals insist that in teaching English need to use authentic texts/materials in order to result a significance for students’ learning. Like Kilickaya, Swoosh (2013), an active ESL teacher shares her understanding of authentic texts as messages created, originally, to fulfill the social purpose of the language in community where it is used; with the changing linguistic boundaries it, however, is now widely known as materials that include ideas, words, phrases and expressions that are heard and read in real-life situation.

Listening Comprehension Obstacles

Listening seems to be a simple passive action as a part of a communication. However, when it comes to listening to English for EFL learners, comprehending the aural text face difficulties for some reasons. According to Underwood (1989, p.12) elicits some obstacles to achieving listening comprehension: (1) the inability of the language learners to control the speed of delivery, (2) listeners cannot always have words and sentences repeated, especially when in the classroom the students cannot decide whether the recording can be repeated or not, (3) listeners have limited vocabulary, (4) listeners lack ability to recognize transitional signals and their functions so that they sometimes lose particular points, for examples giving an example, or repeating a point, making reference, and so on, (5) listeners may lack contextual knowledge and prior/background knowledge, (6) listeners lack concentration, and (7) Students’ learning habits that wish to understand every word in the aural text.

Besides those mentioned obstacles, it is obvious that the freshmen students in the University of Tanjungpura, Pontianak Indonesia face two main problems hindering listening skill such as listening anxiety and listening learning demotivation. Speaking about listening anxiety, it is out of question that there are many sub-factors causing this tendency. In the same token, listening anxiety derives from some factors such as lack vocabulary, pronunciation skill, conventional teaching method, uninteresting listening material, and sources break down. In general, Nascente (2001) defines foreign language learning anxiety as “ a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language” (p.1). Furthermore, among other affective variables, initially, anxiety stands out as one of the main blocking factors and affective filters Krashen (1988) for effective language learning. Its damaging effects have been found in all phases of this process, input, processing and output and through the four skills, becoming a barrier for successful performance in all of them.

Another main problem is the students lack motivation to learn listening. Demotivation seems to be caused by some factors. First, it is obvious that English listening lesson tends to be a boring lesson especially when the teacher uses conventional material. Thus, the students have passive attitudes toward learning listening. Based on the writer’s teaching experience in this university, listening class conventional materials. For example, for many years since the students were in high school level, the listening material suggested by the national curriculum is in a form of passive and monotone listening; a tape recorder with either native or non-native speaker with its transcript except an English teacher is creative enough to find additional authentic audio visual listening materials such as video clips.

In that situation, the listening learning setting then leads the students to boredom, stress, and reluctant attitudes towards the lesson. Regarding motivation, LittleJohn (2008) states that locus control, a sense of learning value and purpose; self-esteem and accomplishment feeling are the factors affecting learners’ motivation. In a study of *Listening to our learners’ voices: What demotivates Japanese high school students?* Kikuchi (2008) found out that demotivating factor affecting Japanese high school EFL learners. Following the pilot study, Kikuchi’s further study along Sakai (2009) elicit five factors of demotivation: (a) course content and material, (b) teacher competence and teaching style, (c) inadequate school facilities, (d) lack of intrinsic motivation, and (e) test score. Unlikely, Selami Aydin (2012), in his case study towards demotivation factors affecting Turkish EFL teaching and learning process, believes that the demotivation in the Turkish context apparently is evoked due to cultural aspects. Speaking about demotivation of EFL learners, especially in listening classroom, without mitigating other demotivation factors’ influence, as mentioned by Kikuchi and Sakai factor like course content and material seems to be a big factor affecting our freshmen listening motivation. Therefore, in this study, the writer believes that working on that element is important through utilizing Internet technology facilitation as listening learning resources.

Using IT Facilitation for Teaching EFL Listening

Many believe that Internet and technology have a big influence in nowadays' life. In their study on 88 second-year undergraduate students' attitudes towards internet resources based learning in University Malaysia Sarawak, Hong, Ridzuan and Kuek (2003) found out that generally the students have positive attitudes toward learning using internet. Nevertheless, by implementing Web-assisted and Web-based learning courses, the generic Information Technology courses should likewise be implemented in Web-assisted or Web-based format (Hong, Lai, & Holton, 2001; Scagnoli, 2001). Especially for teaching listening, it is obvious that internet provides a wide range of multimedia facilitations such as audio-visual, video, animation, movie, news, entertainment and even particular websites that deal with particular English skill such as listening, for example, Randall's ESL Lab (www.esl-lab.com) which will be discussed in another section of this paper. The internet facilitations benefit EFL learners with interesting updated world wide topic. Not to mention, the authenticity of the target language models will offer the students learning a wide range of knowledge related to not only language content but also target language pragmatic and culture. For example, with videotapes, students could "see people speaking" and "have a visual context for what is being said" (Harmer, 1994, p. 214). In this process, both top-down and bottom-down listening processes are used. What the students see and listen from the video reinforces their listening comprehension strongly.

Additionally, Underwood (1989) affirms that the listeners can interpret nonverbal clues viewed in audio-visual such as facial expressions, nods, gestures, or tones of voice so that those cues help the listener/viewer to make meaning. Likewise, regarding the Internet based listening materials, after the teacher's instruction, the students can also do autodidactic listening learning without any assistance. In this activity, they can freely repeat the activities and choose preference topics. Thus, there are many free programs offered by web sites based EFL listening learning sources, one of them is Randall's ESL Blog (1998 – 2014, <http://www.esl-lab.com/randall.htm>).

Benefits of Utilizing Randall's Learning Resource

Over the years, many teachers from all around the world have been utilizing Randall's ESL Blog web site. They have come up with great ideas on how beneficial the blog is for their ESL/EFL learners. For example, Donna Arthur Salvo from Basking Ridge, New Jersey, USA, also observes that Randall ESL blog provided a complete and up-to-date place for listening and language work (personal conversation, dsalvo@mtlakes.org). Another EFL teacher from Sudan, Ayman Mahmoud also uses this language-blog site. He with his 25 students use Randall's ESL Cyber listening Lab to improve their listening skills and finds that it is a very nice work to make teaching as a real situation for the students as possible. He further mentions that Randall's ESL Listening Lab get the students out the classroom and make them move towards their goals and objectives to speak fluently depending heavily on listening and more practices (personal conversation, <http://www.esl-lab.com/teacherfeature.htm>).

Like, the other teachers, Sandra Goronas (sgrowns@hotmail.com) from Buenos Aires and Otto Escobar from Guatemala (info@ingles.com.gt) also earn benefits of using Randall's ESL Lab in their own class respectively. Sandra Goronas expresses her impression towards this language Lab from her students' viewpoints. Her students love using this free site, especially it is accessible for students with economical difficulties, as it provides the learners good quality of listening materials without spending great amounts of money and audio CDs. It also has helped them to develop their listening skills more effectively. Through the exercises given in this site, they combine spelling and listening in the same time. In this way they are able to listen, repeat, write and read and conduct conversation in the same time (Goronas, personal conversation).

Last but not the least, Gerald Stone IV from the Philippines witness that by the help of Randall ESL Lab, his student can learn at their own pace and trust me there are LONG lines to use the few computers we have to practice on (Stone, personal communication, www.esl-lab.com/teacherfeature.htm). Therefore from the witnesses expressed by the teachers from different countries and background, it is obvious that Randall's ESL Lab has significant contribution in improving both ESL and EFL learners' language skills in general and listening skill in particular.

Conclusion

In brief, in order to evoke and improve listening ability of freshmen students in University of Tanjungpura Pontianak-Indonesia, utilizing Internet-technology based resources for teaching EFL listening is necessary. Besides providing a wide range of up-to-date wealth information for both teachers and students seeking learning resources, it provides authentic texts that situate the learners in a target language's environment and culture. Hence the students can naturally acquire the essences of listening elements in target language like intonation, accents, stress in words, pitch, spelling, pronunciation and other language components. Not to mention, the students have chance to alter their own learning style, often repeat the listening activity, and find unique ways to comprehend the aural texts on their own ways. Internet based learning resources also offer the students easy-free access, lack learning pressure or anxiety, flexibility and attractive materials, and motivating boost.

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STUDENTS' PERCEPTION OF THE USE OF SEARCH ENGINE (ICT) AS TEACHING MEDIA IN READING COURSE

Sudiran

Abstract: This study analyses student's perception of the use of search engine to learn reading course. This research is designed: 1) to reveal the students' perception of the use of search engine as teaching media in learning reading course; 2) to describe the students' perception of the importance of search engine to acquire information; and 3) to depict the students' frequency to access search engine to find reading materials. This study uses descriptive method to reveal the research problems. Data is collected by using questionnaire. It consists of 20 questions with five options to reveal the students' perception of the use of search engine. The questionnaire is distributed to 120 students who took reading course as a sample. The study shows that 1) the students' perception of the use of search engine as teaching media in learning Reading Comprehension is positive. 2) According to the students, the use of search engine to access reading materials is very important. 3) The students frequently access internet by using Google and Yahoo search engine to find the reading materials.

Keywords: *Perception, Search Engine, Media, Reading*

Introduction

In the current era of an internet-based education, the use of information and communication technology (ICT) in teaching and learning process is undeniable. The implementation of information and communication technology in education offers new nuance in the process of teaching in a classroom. Information and communication technology such as internet functions to facilitate students to improve their learning outcome. The use of internet in the academic life is depending on the students' perception. Their perception of internet also determines the importance of internet and how often they access it to obtain information from which they are able to complete their school tasks. Their perception of internet is essential to take advantage of it to access information. The students who have positive perception about internet tend to use it as the source of information. Moreover, those who have skill to operate ICT are able to win the competition of job recruitment because they are capable of gaining much information of vacancies (Kruk, 2014).

Nowadays, English plays a decisive role in the global activities such as business, communication, education and many other aspects of life. All modern countries use English as a means of communication. Basthomi (2007) argues that English has been a global language because the number of people who use it as a means of communication has increased significantly. As a result, it is regarded as an international language that is used by many people on the world. Most professions such as scientists, businessmen, politicians, teachers and many other careers use English as media of daily communication at their work places. They discuss with their foreign partners and present their materials with English. Even when they disseminate their business information, they use English.

Almelhi (2014) claims that developing reading and writing skills is a recent curricular reformatory practice in college academic writing settings worldwide. Given that both skills are process-oriented, it is assumed that there was a relationship between both skills by integration. In other words, reading comprehension is one of the basic language skills that enable learners to improve their achievement. Through reading comprehension, learners can gain new experiences that become the basis of knowledge acquisition. A student can appreciate other people's experiences through books or other printed sources. It is because all scientists and journalists write their ideas or information in the form of report which is published as a book, magazine, or academic journal. Generally, they disseminate their concepts or knowledge into printed mass media such as books, magazines, journals, and internet. Therefore, reading comprehension is a fundamental skill for everyone who wants to improve their insight and knowledge. Reading is a skill that leads all people to achieve their goals of life.

Sudiran and Prasetyowati (2014) state that media is essential to teaching learning process. It gives many advantages to the teacher and students. By using teaching media, the students are interested in learning English. Moreover, it is effective to provide them with message and information clearly, attracting their attention, and giving them experiences as a reality. As a result, students can comprehend the materials easily. In other words, media is an instrument that can motivate and stimulate interest in learning. Both manual and electronic media is very important to help students gain the learning experience. Today, electronic media such as computer is already familiar to students. Computers are an effective way to acquire knowledge because the computer can show images or objects including knowledge that enables students to increase their learning outcome. In line with that statement, a computer program can show students interesting objects from which they can learn well.

According to Small (2014), social networking (internet) ranked as the most popular content category in worldwide engagement. Some of these networks that are being utilized as educational tools inside and outside the classroom include *Twitter*, *Facebook*, *LiveMocha* and *blogs*. It means that, in the field of education, internet or search engine is considered as a technology that can be applied in teaching and learning activities in the classroom. Internet offers a variety of objects such as images, text, and sound in the classroom. The use of the internet in the classroom provides several benefits, those are: 1) motivating students, 2) improving the quality of teaching and learning processes, 3) reducing the misunderstanding among students, 4) increasing the students' curiosity, and 5) increasing the students' competitiveness to achieve their goals. Those benefits are very closely related to the purpose of all the educational institutions in every level. Today, almost all schools or colleges show their superiority in the field of Information and Communication Technology (ICT) to the society. Educational institutions which implement ICT in the teaching and learning process will be considered by many people as favorite schools. People have positive perception to the application of internet in school or college. They believe that the success of graduates of each school is depending on their ability to apply internet at their work place. Without mastery of ICT, graduates of high school or college will not have a superior competitiveness.

This study is developed based on three main problems: 1) how is the students' perception of the use of search engine (internet) as teaching media in learning reading course? 2) How is the students' perception of the importance of the internet as a means of problem solving for reading assignment? 3) How is the frequency of students to access internet to get useful information related to the reading comprehension course?

Methods

This research applied descriptive method to answer the research problems. A questionnaire is used to collect the data which consisted of 20 items and comprised of five options each, in the form of Likert Scale which start from strongly disagree to strongly agree. The questionnaire was adapted from Horvat's *Measuring Computer and Web Attitudes Using CAS and WAS Measurement Instruments* (Horvat et al, 2004), and it was modified into three sections: 1) comprising of 10 items to collect the data about the students' perception of the use of search engine (internet) as teaching media in learning Reading Comprehension course, 2) of seven items to collect the data of the students' perception of the importance of the internet as a means of problem solving for reading assignment, and 3) of three items to collect the data of the frequency of students to access internet. This study was carried out at English Department, Faculty of Teacher Training and Education, the University of Muhammadiyah Malang, East Java. The sample of this study was 120 students or four parallel classes, and they were selected by using representative technique.

The data obtained from the questionnaire was analyzed by using statistical package for social sciences (SPSS) version 20 program. The scores of the questionnaire were the total number of options given by the respondents. The values obtained from the data analysis were used to formulate the findings. This study examined validity of the research instrument used to collect the data. From the computation of the validity test of the questionnaire, it was found that 17 items were valid with the coefficient correlation = 0.000 -0.300 for $p < 0.05$. For this reason, it could be said that the questionnaire as the research instrument was valid. Moreover, reliability test applied Cronbach Alpha technique in the SPSS version 20. From the computation, it was found that significant level equaled to 0.913 with $p = 0.000$ ($p < 0.000$). According to Sekaran (1992, in Priyatno, 2012), reliability which exceeded 0.8 was good or reliable. Therefore, the questionnaire as research instrument used in this study was valid.

Findings and Discussion

The result of the computation of data analysis could be seen in the Table 1 (see appendix 1). From the table, it could be explained that students responded 20 statements of the questionnaire which revealed their perception of the use of internet as teaching media of reading subject at the university. In the Table 1, it was obviously seen that the highest percentage of the students' response which showed their positive perception of the internet was the statement number 14, which stated that, "Internet is very important to learn reading," (100% of the respondents answered that they "agree or strongly agree" with that statement), with Mean score ($M = 4.61$) and Std. Deviation ($SD = 0.48$). Additionally, other statement showing the students' positive perception of the internet was number 13, "Internet is important to improve reading skills," (99.3% of the respondents answered that they "agree or strongly agree" with that statement), with Mean score ($M = 4.53$) and Std. Deviation ($SD = 0.51$). In other words, students consider using internet to gain useful information which enables them to enhance their language skills, especially reading comprehension. Internet benefits students to enrich their mind by accessing a lot of information which enable them to increase their knowledge.

In contrast to the highest percentage of the students' response of the questionnaire, there was the lowest percentage of the students' response that indicates their positive perception of the use of internet. The statement was number 17 that stated, "Internet is essential to promote creativity," (79.4% of the respondents answered that

they “agree or strongly agree” with that statement), with Mean score (M=4.02) and Std. Deviation (SD=0.68). Having read the percentage of the students’ response of the questionnaire in Table 1 which was more than 80%, it can be said that students who took reading course at the University of Muhammadiyah Malang had positive perception of the use of search engine or internet as teaching media of the reading comprehension subject.

There were seven statements of the questionnaire that indicated the students’ perception of the importance of the use of internet as teaching media of reading subject (see Table 1). They were as follows: (a) “Internet is important to access information” (statement number 11, in which 98.6 % of the students answered that they “agree or strongly agree” with that statement), with Mean score (M=4.53) and Std. Deviation (SD=0.52). (b) “Internet is essential to access reading materials” (statement number 12, from which 96.4 % of the students answered that they “agree or strongly agree” with that statement), with Mean score (M=4.43) and Std. Deviation (SD=0.56). (c) “Internet is important to improve reading skills,” (statement number 13, which 99.3 % of the students answered that they “agree or strongly agree” with that statement), with Mean score (M=4.53) and Std. Deviation (SD=0.51). (d) “Internet is very important to learn reading,” (statement number 14, which 100 % of the students answered that they “agree or strongly agree” with that statement), with Mean score (M=4.61) and Std. Deviation (SD=0.48). (e) “Internet is important to solve reading problems,” (statement number 15, which 88.7% of the students answered that they “agree or strongly agree” with that statement), with Mean score (M=4.26) and Std. Deviation (SD=0.65). (f) “Internet is important to increase knowledge,” (statement number 16, which 90.8% of the students answered that they “agree or strongly agree” with that statement), with Mean score (M=4.27) and Std. Deviation (SD=0.64). (g) “Internet is essential to promote creativity,” (statement number 17, which 79.4% of the students answered that they “agree or strongly agree” with that statement), with Mean score (M=4.02) and Std. Deviation (SD=0.68).

The students’ perception of the use of search engine (internet) can be categorized into positive. The fact obviously portrays the phenomena of the students’ perception of the use of internet to access reading materials which is relevant to their reading assignment at the university. It can be said that students tend to use internet as media to find the reading materials to accomplish their reading assignment. For this reason, students consider internet for a means of problem solving when their lecturer have them do the reading assignment.

As illustrated in Table1, students responded to three items related to their level of frequency to access internet namely, (1) Item number 18, “Students should often access internet,” (92.2% of the students answered that they “agree or strongly agree” with that statement), with Mean score (M=4.31) and Std. deviation (SD=0.63); (2) Item number 19, “Students should access internet two hours a day” (87.2% of the students answered that they “agree or strongly agree” with that statement), with Mean score (M=4.19) and Std. deviation (SD =0.64); (3) Item number 20, “Students should access internet once in a week” (92.9% of the students answered that they “agree or strongly agree” with that statement), with Mean score (M=4.25) and Std. deviation (SD=0.57). It could be said that students were often to access internet to get the reading materials that were suitable for their reading assignment. It meant that students had high level of frequency to access internet as teaching media to improve their reading achievement.

Conclusions and Suggestions

As described in the previous findings and discussion, it can be concluded that students have positive perception of the use of search engine (internet). The students’ perception of the importance of the use of internet in reading comprehension subject is positive. It means that students favored the importance of the use of internet as teaching media to improve reading competence. Students regard internet as the important media in the learning process. They take advantage of the internet to obtain meaningful information about reading materials from which they can enhance their learning outcome. For this purpose, it can be claimed that internet is absolutely essential for the students to get information that enables them to improve their reading achievement. Students consider using internet to gain useful information which enables them to enhance their language skills, especially reading comprehension. Internet benefits students to enrich their mind by accessing a lot of information which enable them to increase their knowledge. Moreover, students have high level of frequency to access internet. This fact is evidence that students have favorable perception toward the use of internet in learning reading comprehension subject. On the basis of the findings and discussion, it can be suggested that internet plays an important role in learning reading. It can be applied as teaching media that can be used by students to improve their reading skills.

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Appendix 1

Table1. Percentage, Mean, and Std. Deviation of the Students' Perception of the Use of Internet

No	ITEM	Percentage (%)					Mean	Std.
		SA	A	UN	D	SD		
1	I feel confident using search engines (Yahoo and Google).	28,4	60,3	10,6	0,7	-	4.16	0.62
2	I like to use the Internet from home	29,1	59,6	11,3	-	-	4.17	0.61
3	I believe using the Internet is worthwhile	44,7	48,2	7,1	-	-	4.37	0.61
4	The internet helps me to find information	52,5	45,4	2,1	-	-	4.50	0.54
5	I believe the Internet makes communication easier	40,4	51,1	8,5	-	-	4.31	0.62
6	Internet is helpful to understand online information	36,2	59,6	3,5	-	0,7	4.30	0.60
7	I believe the internet has potential as a learning tool	37,6	54,6	7,8	-	-	4.29	0.60
8	internet can offer online learning activities	43,3	52,5	4,3	-	-	4.39	0.57
9	learning how to use the internet is worthwhile	35,5	57,4	7,1	-	-	4.28	0.58
10	Learning internet enhance academic performance	36,2	51,1	12,8	-	-	4.23	0.66
11	Internet is important to access information	54,6	44,0	1,4	-	-	4.53	0.52
12	Internet is essential to access reading materials	47,5	48,9	3,5	-	-	4.43	0.56
13	Internet is important to improve reading skills	53,9	45,4	0,7	-	-	4.53	0.51
14	Internet is very important to learn reading	61,7	38,3	-	-	-	4.61	0.48
15	Internet is important to solve reading problems	38,3	50,4	11,3	-	-	4.26	0.65
16	Internet is important to increase knowledge	37,6	53,2	8,5	0,7	-	4.27	0.64
17	Internet is essential to promote creativity	24,1	55,3	19,9	0,7	-	4.02	0.68
18	Students should often access internet	39,7	52,5	7,1	0,7	-	4.31	0.63
19	Students should access internet two hours a day	31,9	55,3	12,8	-	-	4.19	0.64
20	Students should access internet once in a week	32,6	60,3	7,1	-	-	4.25	0.57

STUDENTS' ATTITUDES TO PODCAST AS A SUPPORTING MEDIA FOR ENHANCING LISTENING SKILL: A STUDY OF TANJUNGPURA UNIVERSITY STUDENTS

Suparjan

Abstract: In improving listening skill, one of the instructors applied podcast as a way to enhance the students' capability in listening as well as to attract the students in learning the skill. Podcasts are the name of a digital recording of a radio broadcast (Constantine, 2007). It is the consequence of the rapid growth of the advance of information and communication technology worldwide. The development of ESL/EFL podcasts has given huge materials for the enhancement of language skills. The availability of the internet has given many opportunities for the students to easily access the learning materials in podcasts. It is then an inquiry whether the students really feel that podcast is helpful in improving their listening skill. This study aimed at investigating the students' attitudes to the use of podcasts as a media for developing listening skill at Language Centre of Tanjungpura University. The quantitative research design is employed in this study by administering questionnaires. The results of this study indicated that students held neutral attitudes toward podcast as a media for enhancing listening skill. Also, the results demonstrated that Tanjungpura University students agreed that podcasts were useful to sharpen listening skill.

Keywords: *ESL/EFL podcast, students' attitude, listening skill*

Introduction

Formerly, teaching English was traditionally a face-to-face process. Nowadays, as technology grows rapidly, although the process keeps in progress, electronic media seem to be a better additional choice in doing the teaching-learning process. Podcast is the recent technology product that supports this process of language education. It has been reported that there have been rapid advances in podcasting as a new technology for broadcasting audio programs on the internet since 2005 (SZE, 2007). At least there is one skill that podcasting may successfully cover in teaching English, listening (Stanley, 2005, O'Bryan & Hegelheimer, 2009, Weinberg, et al, 2011; SZE, 2007).

Listening is one of the four language skills in English language. It is often considered as one of problematic activities for a number of students for English is a foreign language for students in Indonesia. Some students, especially those studying in Tanjungpura University where the researched was undertaken find listening quite complicated to listen and capture the information from the recording. Consequently, it is rather difficult for those students to achieve good marks in listening course. Fortunately, the advance of information and communication technology can facilitate them to overcome this difficulty. It provides students with sophisticated media which are very useful for learning activities, in which podcast is one of them.

Podcasts are the name of a digital recording of a radio broadcast (Constantine, 2007). Podcasts available on the internet are mostly divided into two types: radio podcasts and independent podcasts (SZE, 2007). Radio podcasts are the existing radio turned into podcasts, such as VOA (Voice of America) and BBC (British Broadcasting Corporation) and independent podcasts are the online podcast created by individuals or institutions. Firstly, podcasts are not utilized for education or learning, they are used to convey information and entertainment. Since the second half of 2005, however, the educators have employed podcasts as a media of English language teaching (SZE, 2007). It has a huge potential in enhancing second language learners' listening and speaking skills (Stanley, 2005). Thus, it is clear that podcasts are potential to sharpen students' listening skill.

In addition, in language learning process some aspects need to be considered, one of them is attitude. Attitude cannot be neglected to be an important factor in the process of instructional activities for it has a big impact to learners' behavior. Fishbein and Ajzen (1975), Breckler (1984) and Jones and Clarke (1994) argued that attitude and behavior are distinguishable nevertheless behavior is part of attitude. Attitude is defined as one's feeling to particular object of behavior. It can be positive or negative feelings (effect of evaluation) (Fishbein & Ajzen, 1975). Fishbein & Ajzen (1975) proposed that attitudes are considered to have control on behavior, particularly on one's attitude toward an object which can influence the person's intentions to behave relating to that purpose.

In accordance with these definitions of attitudes, it can be concluded that investigating attitudes toward podcasts can lead to a gain in the acceptance of podcast itself by its users in this case the students of the researched university on the one hand, and on the other the investigation may probably prove the usefulness of podcast on the eyes of the users. In addition, positive or negative feelings of students toward the use of podcast

as a media for developing listening skill will directly influence their behavior to use English podcast for learning. Positive learners' attitude to study would improve learning outcome (Paris, 2004).

In relation to the empirical findings above, the issue of this project is to investigate the students' attitudes toward the use of Podcasts as a media for developing listening skill. It covers whether the students perceive ESL/EFL podcasts positively or negatively. The quantitative study is conducted at Tanjungpura University, especially at Language Centre of Tanjungpura University with 23 participants.

Results and Discussion

There were ten positive statements in relation to podcast to measure students' attitudes toward using podcast for developing listening skill. All the statements in the questionnaire support podcast as a media for enhancing listening skill in learning English. The statements demanded a 'tick' ranging from *strongly disagree*, *disagree*, *fair*, *agree*, and *strongly agree* respectively. The response for each statement was coded 1 for "strongly disagree" to 5 for "strongly agree". Thus, the score for each student ranges from 10 to 50. The classification of scores ranged from 9.5-25, 25-37.5, and 37.5-50. Score from 9.5-25 was considered as "negative", 25-37.5 was "neutral" and 37.5-50 was "positive" toward employing podcast for enhancing listening skill. The distribution of the students' overall scores and attitude was shown in table 1.

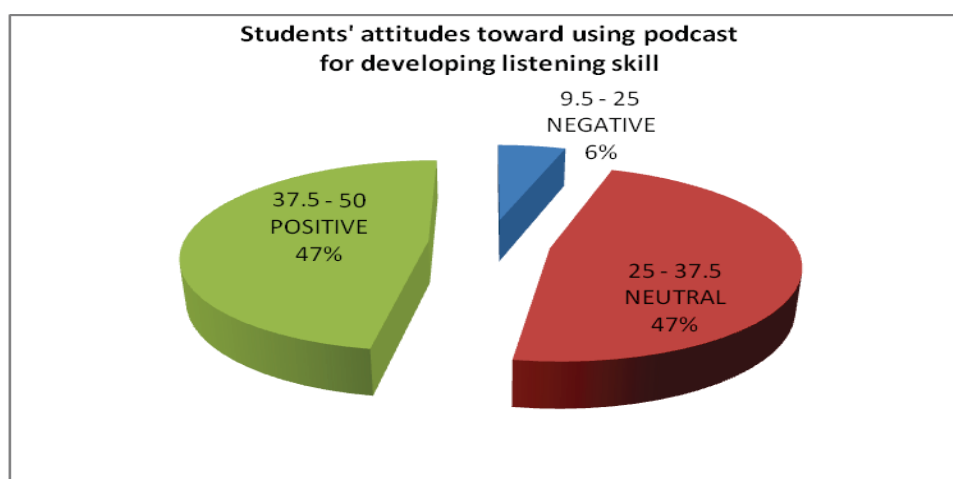
Table 1. The Distribution of the Students' overall Scores and Attitude

Score	Attitudes	Frequency
10 – 25	Negative	1
25 – 37.5	Neutral	9
37.5 – 50	Positive	9

Research question one asked about Tanjungpura University students' attitudes toward English podcast as a media for developing listening skill. The questionnaire to investigate Tanjungpura University students' attitudes toward English podcast was given to 23 students who participated in the TUTEP Training 27. The participants were asked about their degree of agreement with the statements in the attitude scale. The researcher collected 19 questionnaires from the students who completed the questionnaires. There were four questionnaires not returned to the researcher. Table 1 shows the allotment of the students' overall scores which may represent their attitudes toward podcast. It can be seen that only one student showed negative attitude towards podcast shown from the score range of 10 to 25 marks accumulated from the 10 statements which maintain *strongly disagree* and *disagree* responds. On the contrary, the rest two ranges of score (25 - 37,5 and 37,5 - 50) which represent the attitudes of neutral and positive respectively show a balance number of participants; nine students showed neutral attitudes towards podcast, and the other nine showed positive position of their attitudes to podcast.

The following table 2 illustrates the attitudes of the participants in percentages. From the table, it is shown that six percents of the respondent had negative attitude toward English podcast as media for developing listening skill. Forty-seven percents of participants showed their neutral attitudes toward the benefit of podcast. Another forty-seven percents of students indicated their positive attitudes toward using podcast for developing listening skill.

Table 2
The Percentage of Students' Attitudes toward Podcast



The second question of the study asked about the degree of agreement of Tanjungpura University students to the benefit of ESL/EFL podcasts for sharpening listening skill. The finding showed that 6 percents of student had negative attitude to podcast, 47 percents indicated neutral attitudes and 47% students also showed positive attitude (table 2). However, most of the students agree that ESL/EFL podcasts were useful for developing listening skill as shown in table 3. 58% students showed their degree of agreement toward the positive value of podcast for developing listening skill with 21% out of 58% showed their strong agreement. The distribution of the degree of students' agreement was indicated in table 3.

Table 3
The Distribution of the Degree of Students' Agreement

Item	SD	D	F	A	SA
Listening to podcast will be beneficial to sharpen my listening skill.	1	0	7	7	4
Percentage	5%	0%	37%	37%	21%

The major implication and outcome of this study is to highlight new insight into empirical research on the benefits of information and communication technology in language teaching and learning by identifying the attitudes of Universitas Tanjungpura Students towards ESL/EFL listening podcasts. Positive attitudes towards the implication of ESL/EFL listening podcasts will be useful for the teachers in Universitas Tanjungpura to integrate World Wide Web technology into English language teaching and learning. The students' negative feeling towards this situation, on the other hand, will be a kind of dilemma since today most students are familiar with Web technology and even Web 2 technology such as facebook, twitter and etc. Furthermore, the students' attitudes' toward ESL/EFL podcasts appear to be important in order to formulate suggestions or recommendations to improve English language teaching and learning system in Tanjungpura University since one of its language policy is English Proficiency Test, TUTEF. Students must achieve certain score on that kind of test and it is one of requirements for students' graduation. However, the study indicated that neutral and positive feelings maintain a balance percentage of students' attitudes (47% in table 2). It means that despite more students already realize the advantage of TUTEF, many students still have neutral position in their attitudes towards podcast. It may also mean that they don't really get immersed in the idea of podcast supporting listening skill. Consequently, it will be Tanjungpura University's instructors' duties to introduce more about the usefulness of ESL/EFL podcast for language learning as fifty-eight percents of Tanjungpura university students agree that podcast was useful for enhancing one of skills in English language, namely listening. Besides, many research findings have showed the benefits of podcast for developing EFL/ESL competence.

Conclusion

The present study investigated Tanjungpura University students' attitude toward the use of podcast for improving listening skill. The result indicated that neutral and positive feelings maintain a balance percentage of students' attitudes (47%) toward the use of podcast. It means students still have neutral position in their attitudes towards podcast even though 58% students showed their degree of agreement toward the positive value of podcast for developing listening skill. Thus, the EFL instructors at Tanjungpura University should utilize more ESL/EFL podcasts in their language teaching activities as podcasts provided huge, interesting and various language learning materials.

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Biodata

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UTILIZING DIFFERENT KINDS OF TECHNOLOGY AND GENRE-BASED APPROACH FOR TEACHING WRITING IN AN ESP CLASS

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Abstract: Since English is gaining important concern nowadays, it is being instructed according to the specific needs of the students. In the case of English for Specific Purposes (ESP) class, one of the problems in teaching and learning English deals with the low writing skills. This study attempts to share a model of teaching writing in which utilize different kinds of technology (video, computer, Internet) and genre-based approach to facilitate the teaching of writing. This approach can be applied in three steps: 1) building knowledge of the field and modeling of the text, 2) joint construction of the text, and 3) independent construction of the text. In the first step, teacher can use video and computer when digging the students' background knowledge and presenting the teaching materials. Then, teacher can also use computer when leading the students to construct a text collaboratively. In the last step, the students write a text independently and submit their work via email to the teacher. Then, the teacher gives some feedbacks using the computer (comment bar) and sends it back to the students. The students must revise their work and email it back to the teacher again. This teaching model is more interesting for the students, more efficient, and helps the students to produce better results in writing.

Keywords: *technology, genre-based approach, ESP students*

It is well known that the developing of technology as medium teaching and learning has influenced the mode of delivery in foreign language classrooms. Technology plays an important role in providing effect on students' language achievement. Technology is claimed as one of the potential and practical medium as well as authentic and contextual material to facilitate teaching. It also provides teachers and students with various sources of information, ideas, and data to enhance classroom instruction. Moreover, it accommodates students to learn language skills; writing, reading, listening, and speaking independently and collaboratively. It is in line with the statement of Crawford (2002) that technology provides flexibility and choice to education. Based on this fact, it is necessary to take advantage of technological facilities in aiding the task of language teaching. By using technological facilities, language classrooms have become more effective in improving students' language skills and language components. As shown by Canning (2000) who did investigation on technological empirical study in which the result of his study shows that there is a considerably higher attempt from students in technology-based language instruction than students in teacher-based language instruction.

On the other hand, since English is being instructed according to the specific needs of the students, this fact has contributed to the development of English for Specific Purposes (ESP) as mentioned by Kutlu (2012). Different from general English, ESP is designed to meet specific needs of the students. In other words, ESP lies on students and their purposes for learning English (Dudley, 1998). In general English, all four language skills - speaking, reading, listening, and writing - are stressed equally, while in ESP, it is a needs analysis that determines which language skills are most needed by students, and the syllabus is designed accordingly. However, basically the teaching of English in ESP classrooms, the four of language skills are instructed in integrated manner.

Regarding to this fact, writing is placed as an essential part together with the other three language skills - reading, speaking, and listening. However, among the four language skills, learning to write in English as a foreign language seems an uphill struggle for most of the ESP students. They find difficulties in conveying their idea - selecting proper words, using correct grammar, generating ideas and developing them into a suitable organizational pattern. In line with this, Richards & Renandya (2002:303) mention that writing skill is not easy to master due to its difficulty in generating, organizing, and translating ideas into readable text. Similar with Richards & Renandya (2002:303) regarding the teaching of writing, Widiati & Cahyono (2006:139) also identify that writing is the most difficult skill to be mastered when it is compared to other skills.

Another aspect that contributes to the students' problems in writing is due to the lack of confidence to write in English, limited teaching time, and big classes. However, according to Mukminatien (1991), all these problems are not merely caused by the students themselves but they can also be caused by monotonous and uninteresting techniques of the teachers in teaching writing. In respect to this fact, a teacher of writing should apply a suitable approach, provides medium teaching, and prepare teaching activities that provides opportunities for students to write in order to make the teaching and learning of writing meaningful and effective. It is in line with Harmer (2007) suggestion that a teacher of writing should apply a method, strategy, as well as teaching medium in which can encourage students to be more active and motivated in the teaching and learning of writing. In addition, Wang (2008) in Kutlu (2012) also suggests that teachers should try to use the teaching medium that contains aspects of pedagogy, social interaction, and technology use.

Concerning the teaching strategies and medium that is believed to solve teachers and students' problem in writing classrooms is genre-based approach and technology. It is motivated by the fact that genre-based approach promise very real benefits for students as they pull together language, content, and contexts, while offering teachers a means of presenting students with explicit and systematic explanations of the ways writing

works to communicate (e.g. Christie & Martin,1997). However, since teaching writing due to the amount of time available for its implementation, this limitation can be anticipated by conducting out-of-class and online consultations. In other words, teachers can utilize both genre-based approach and different kinds of technology as one of the solutions. Technology with its varieties provides some advantages in assisting students to produce better results in writing. Thus, technology is considered as an excellent way to combine genre study with work on the writing process.

This proposed model is expected to be beneficial for writing teachers particularly ESP teachers as an alternative teaching strategy in teaching students to write – in this case procedure text. Therefore, this study attempts to share a model of teaching writing in which using both genre-based approach and different kinds of technology; video, computer, and Internet to facilitate the teaching of writing. In this paper, the discussion begins with a brief description of genre-based approach, followed by reviewing different kinds of technology used in this teaching model. Finally it presents a teaching model that utilizes both genre-based approach and different kinds of technology in ESP classroom, particularly Chemistry classroom.

Genre-Based Approach

Basically, genre can be defined as “abstract, socially recognized ways of using language for particular purposes” (Hyland, 2003:18). It means that the students, when they write, should have certain goals and intentions, certain relationships to the readers, and certain information to convey, and use the forms of a text as resources. Thus, the central aspect of the situation in genre-based approach is purpose. The different kinds of genre, such as procedure, arguments, report, functional texts, descriptive provide a place for different purposes (Badger & White, 2000:155).

In the ESP context, the genre-based approach offers a teaching methodology enabling teachers to present explicit instruction in a highly systematic and logical manner, which assists students with the cognitive organization of information. In line with this, Hyland (2004) states that genre-based approach provides a coherent framework focusing on both language and contexts, provides access to the patterns and possibilities of variation in valued texts, provides the scaffolding to help students to transition from spoken to written language use, and increases teachers’ awareness of texts to confidently advise students on writing. In other words, genre-based instruction views language as an open dynamic system, where knowledge about language is taught in an explicit manner where it is in line with the ESP curriculum.

Concerning the typical model of genre-based approach, as stated by Richards (2003:21), it is presented in cycles of learning stages namely; 1) building knowledge of the field (BKoF) followed by modeling of the text (MoT) in which the activities discusses and analyzes text structure, context, and language, 2) joint construction of a text (CoT) in which teacher and students construct text together, and 3) independent construction of the text (ICoT) where students write own essay independently followed by teacher – student conferencing. A typical model of genre-based approach is illustrated in figure 1.

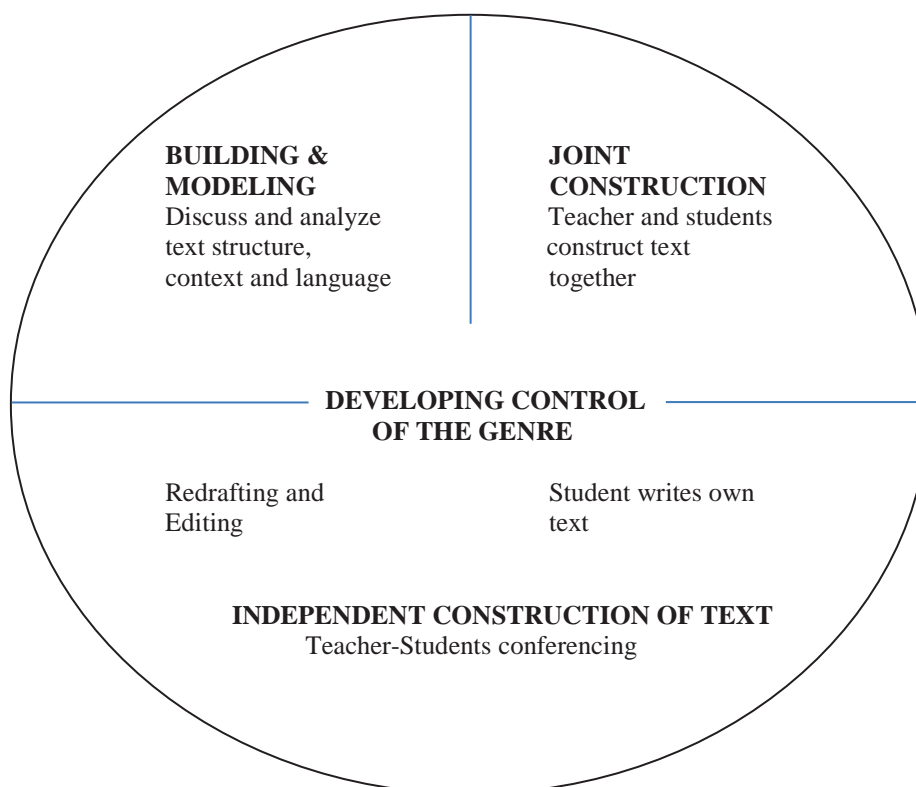


Figure 1: The Teaching Learning Cycle (Richards, 2003)

Figure 1 shows that at the beginning of this learning cycle direct instruction is crucial, as students gradually assimilate the task demands and procedures for constructing the genre effectively. The teacher here adopts a highly interventionist role, ensuring that students are able to understand and reproduce the typical rhetorical patterns they need to express their meanings. At later stages students require more autonomy. Importantly, writing is the outcome of activity, rather than an activity itself (Richards, 2003: 21). In this stage, the classroom is characterized by talk, by many kinds of writing, and by the development of a linguistic features by which students can describe and control the structure and grammatical features of the text they write. Lastly, redrafting and editing which the students write own text followed by teacher – students conferencing and finally, publishing the real writing products so that students realize that they do something meaningful.

Genre-Based Approach and Different Kinds of Technology in ESP Writing Classrooms

Fundamentally, in ESP context, using genre-based approach in teaching of writing implies that the role of this strategy is important. It is driven by the fact that genre-based approach has great advantages to give students repeated opportunities to engage in activities which require them to reflect on and critique their learning by developing understandings of texts, acting on these through writing or speaking, reviewing their performance, and using feedback to improve their work.

Although the genre-based approach appears to aid students in organizational skills, it is suggested that it needs to be used in combination with medium teaching – technology - as part the approach to writing instruction. This is in line with the belief that technology can help teachers to teach writing. Through technology, students have a chance to have new vocabulary and grammar in which taught explicitly and they require the knowledge of lexicon to produce better results in writing (Hinkel, 2006 as cited in Kutlu, 2012).

Along with the use of technology with its varieties that can be combined to teach new types of genre in writing classrooms; video, computer, and Internet are technology that is believed can assist students to improve their writing. Video is an educational technology that has become affordable since the late 1970s. It is a relatively new option for the language teacher when compared with textbooks, the blackboard and audio tapes. It is designed to make every day English accessible to students. The speech, material, and language are real or authentic (Flynn, 1998). In line with this, Canning (2000) also mentions that video is an instructional medium that generates excitement that offers ESP students a chance to improve their ability in English language skills and language components.

Regarding the use of computer in writing classroom, it is not only used to help teachers in delivering the materials of teaching, but it also used to help students to express their thoughts and make the writing task much easier and enjoyable. Through computer, grammar skills can also be improved with the aid of word processing programs. Besides, the student can highlight a specific part of the written text through underlining, bolding, italicizing, or changing the font size and color of the text with the aid of these programs which have the capability of automatically checking the spelling and grammar. This statement is in line with Ybarra & Green (2003) statement that the use of the computer as a tool in studying grammar is much more motivating for the student than the process of traditional writing with a paper and a pencil.

With regard to the use of Internet in teaching writing, e-mail or electronic mail as one of internet facilities is a modern way and very effective in assisting both teacher and student outside classroom. Student can use email to submit their work and to do consultation with teacher. This teaching model can break the limitation due to the lack of time in teaching writing.

The following discussion gives a model of teaching writing by combining genre-based approach – procedure text which highlights the importance of writing for ESP students (Kroll, 2001) and three different kinds of technology – video, computer, and Internet to support all the important aspects of teaching writing to be more efficient and meaningful.

The Cycle Of Learning by Utilizing Both Genre-Based Approach and Different Kinds of Technology

Dealing with utilizing both genre-based approach and different kinds of technology, then, it is necessary to make a clear explanation for the teachers what kinds of technology should be included in every step in the implementation of this strategy. First of all, the teachers can begin with the implementation of the important elements of genre-approach; 1) building knowledge of the field (BKoF) followed by modeling of the text (MoT), 2) joint construction of a text (JCoT), and 3) independent construction of the text (ICoT) as proposed by Ricards (2003).

Secondly, different kinds of technology locate in all of the cycle; BKoF, MoT, JCoT and ICoT. The instructional sequence for each activity is illustrated in Figure 2.

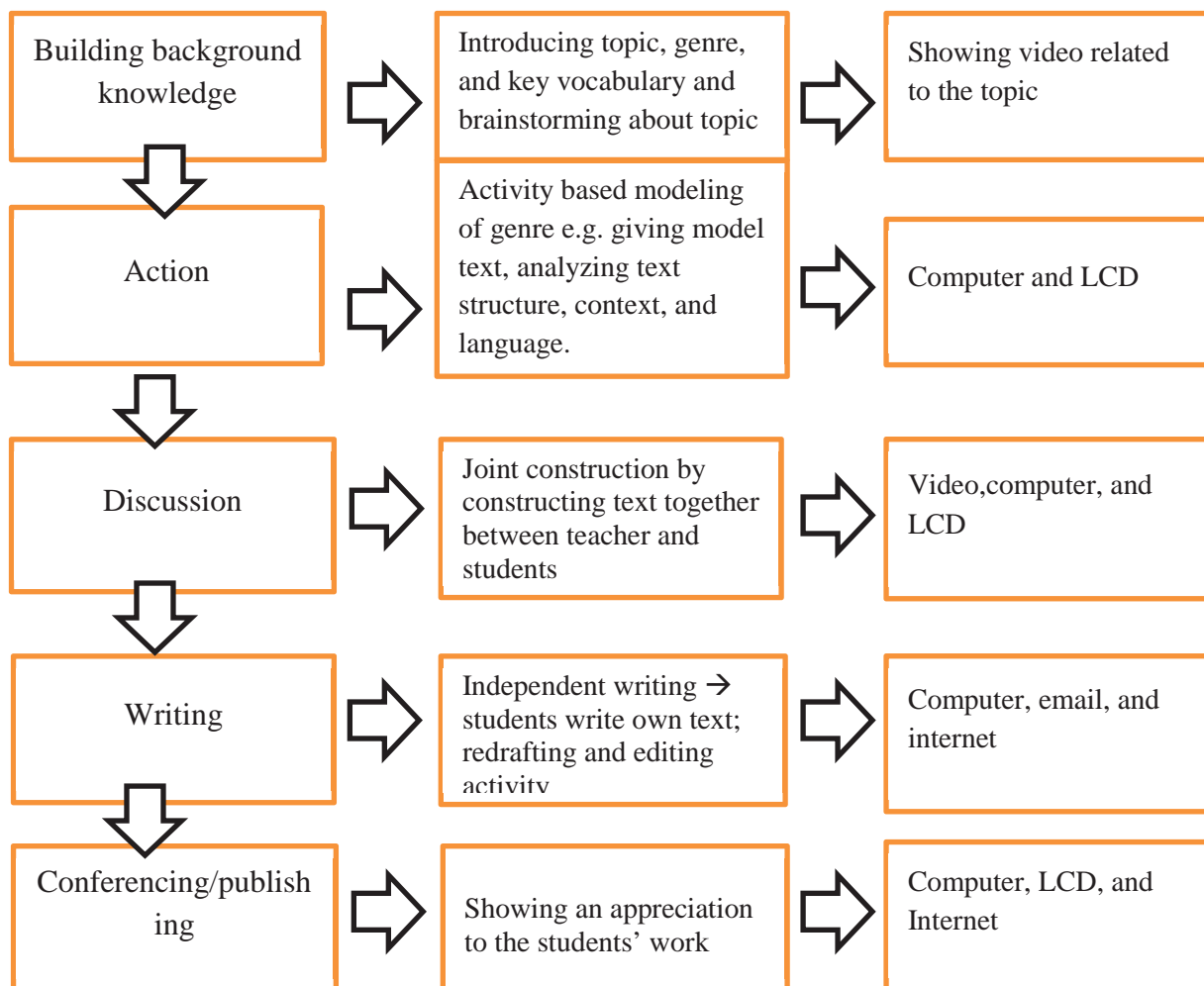


Figure 2. The Instructional Sequence

The learning-teaching cycle applied (see, Figure 1) with reference to one instructional sequence where different kinds of technology also used are outlined below.

Description : The students are going to learn to write a procedure essay.

Model Text : How to make Goat Milk Soap (authentic essay taken from internet by an e-How Contributor.

Goal : The students are able to write a procedure essay accurately and fluently.

1. Building Knowledge of the Field (BKoF) & Modeling of the Text (MoT):

- By using video containing description on how to make milk soap, teacher explores the students' background knowledge about procedure essay.
- By using computer and LCD, teacher mentions what procedure essay is, explains the linguistics features, and shows model essay.
- Students read model essay and analyze the features within the model essay. (appendix 1)
- Teacher leads students to classify information and write the organization of model essay in a procedure scaffold. (Appendix 2)
- Teacher invites the students to show and tell their procedure scaffold orally.

2. Joint Construction of a Text (JCoT):

- Teacher tells the students that they with their pairs will work together to make an outline of procedure essay.
- Teacher shows a video through LCD as a topic to the students.
- Teacher invites the students' ideas through brainstorming and writes them down on the board.
- Students, in pair, begin to do the planning, drafting, and editing the essay.
- Students complete their work and consult it to the teacher.
- Teacher gives a feedback on the students' work.
- Students with their pairs publish their revised work in front of the class.

3. Independent Construction of the Text (ICoT):

- Teacher gives the topic to the students.
- By using Internet, students gather the data, and develop a procedure essay individually by firstly to do planning, drafting, and editing the essay.
- By using or via email, students consult their essay to the teacher.
- By using computer (comment bar), teacher gives feedback and sends it back to the students via email.
- Students revise the essay based on the teacher's feedback and email it back to the teacher.
- Finally, the students publish the final product in front of their classmates and teacher so that the students realize that they do something meaningful.

Based on the model teaching above, it implies that three of the learning steps; BCoF, MoT, and JCoT are repeated based on the students' need before independent construction is introduced to the students. During the making the procedural written text, it is clear that the role of medium of learning; video, computer, and Internet provides lot of benefits to assist teaching and learning writing processes. It gives students a chance to exposure them to write without any problem in regard to the limitation in implementing writing in the classroom since they can write and revised their writing at school or home any time. Thus, utilizing both genre-based approach and different kinds of technology provide students meaningful experience as well as improve students' ability in writing.

Conclusions and Suggestions

The genre approach, combined with different kinds of technology, can be an effective way to teach writing to ESP/Chemistry students since it assists students to organize their writing and understand the nature of a text. Besides, by utilizing both genre-based approach and different kinds of technology in ESP writing classroom will likely to work best since it provides a rich educational experience with an emphasis on helping them to improve their writing skill with the technological opportunities in which more easily than the traditionally teaching method. In addition, it also makes language learning more interesting, motivating, and providing a chance to become an independent student. Finally, it is suggested that ESP teachers to combine both technology and genre-based approach in the teaching of writing since it provides many advantages.

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Appendix 1: Model Text
How to Make Goat Milk Soap



Homemade soap can be a welcome addition to anyone's bathing routine, especially for someone with sensitive skin. Goat milk soap is a very moisturizing, soft soap and not that difficult to make. Follow some simple instructions and make goat milk soap for home use or to give away as gifts.

First of all, prepare soap molds. Soap molds can be found at most crafts stores. Don't use molds for soap that will be used for food later. Grease the molds well with Vaseline. Secondly, melt 1½ half pounds of fat; this can be lard, tallow or even vegetable shortening. This should cool to a temperature between 85 to 90 degrees.

Thirdly, carefully pour out 6.5 oz. lye into a paper cup. Use a stainless steel bowl, again being sure to have one for making soap only and not to be used for food. Add 3 cups of goat's milk and slowly add the lye. Mix this with an old hand mixer set aside for soap making. This will cause a chemical reaction that makes the mixture hot and causes the milk to turn golden. Let the mixture cool to 85 degrees. A dairy thermometer can be used to check the temperature.

Forth, mix together 2 oz. of glycerine, 1 cup of baby oatmeal and 2 tsp. of borax. Add this to the fat and then add the mixture to the lye and milk. Use the mixer for 15 minutes and then let the soap mixture rest for 5 minutes. Mix again for 5 minutes and let rest again for another 5 minutes. Keep doing this until the soap noticeably changes consistency.

Fifth, pour the soap mixture into the molds. Cover the top of the molds with a cloth such as cheesecloth. Keep the soap at a constant room temperature for 24 hours. And finally, peel off cloth and take soap out of molds. If using a big mold, cut into bar-sized pieces. Let the soap cure by air-drying it for a month to 6 weeks before using or giving away. In brief, that's the way how to make goat milk soap.

Appendix 2: Student worksheet
How to Make Goat Milk Soap

MATERIALS	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
DIRECTION	
Step 1.	_____
Step 2.	_____
Step 3.	_____
Step 4.	_____
Step 5.	_____
Step 6.	_____
Step 7.	_____
Step 8.	_____

CHILDREN'S LITERATURE: THE RELATIONSHIP BETWEEN LITERARY TEXT AND MEDIA USED IN YOUNG LEARNERS' CLASS

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Abstract: One of the characteristics of young learners is that they sometimes have difficulty in knowing what is fact and what is fiction. The dividing line between the real world and the imaginary world is not clear. They also love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is 'real' work (A.Scott W, et al.:1) In this article, the writer will discuss about the implementation of E-Literature as the source of material that will be used by the young learners' teacher in class. "Children's literature is good-quality trade books for children from birth to adolescence, covering topics of relevance and interest to children of those ages, through prose and poetry, fiction and nonfiction" (Tomlinson M.C and Lynch-Brown C: 1999). There are 3 relationship between literary text and media. The first refers to electronically *augmented* literary texts, or perhaps electronically augmented experience relating to literary texts. This category is concerned with literature that has been published in book format only, but the books are augmented with online resources that enhance and extend the story world of the book. The second category of relationship among literary texts and digital media is the electronically re-contextualized literary text. In this category, literature that has been published in book form is re-published online or as a CD-ROM. The third category relating narratives to digital format is the digitally originated literary text. These are stories that have been published in digital format only-on the web CD-ROM (Unsworth.Len. 2005:2). This kind of material from literary text can be used in teaching and learning process whether it will be in a group or in pair.

Keywords: *Literary Text, Young Learner, Implementation in the Classroom*

Introduction

Young learner is divided into two main groups (Wendy A.Scott and Lisbeth H.ytreberg). They are the five to seven year olds and the eight to ten year olds. The students in the age of five to seven year olds tend to be able to talk about what they are doing, what they have done or heard and understand about direct human interaction. Meanwhile the characteristics of the young language learner are they understand situations more quickly than they understand the language used, they use language skills long before they are aware of them, their own understanding comes through hands and eyes and ears, they have a very short attention and concentration span.

One of the characteristics of young learners is that they sometimes have difficulty in knowing what is fact and what is fiction. The dividing line between the real world and the imaginary world is not clear. They also love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is 'real' work (A.Scott W, et al.:1) In this article, the writer will discuss about the implementation of E-Literature as the source of material that will be used by the young learners' teacher in class.

Discussion

1. Children's Literature

"Children's literature is good-quality trade books for children from birth to adolescence, covering topics of relevance and interest to children of those ages, through prose and poetry, fiction and nonfiction." (Tomlinson M.C and Lynch-Brown C: 1999) The purpose of choosing trade book rather than textbook for children's literature is because both of them have different meaning. According to teacher and librarians in Tomlinson M.C and Lynch-Brown "textbook by design and content, is for the purpose of instruction. Textbook used by every school in order to use it in classroom or as instructional media. In contrast, a trade book, by design and content primarily for the purposes of entertainment and information.

The important thing is that parents, teachers, and children should notice about the quality of book itself. Tomlinson M.C and Lynch-Brown C stated that "Quality in writing is never easy to define, but it has to do with originality and importance ideas, imaginative use of language, and beauty of literary and artistic style that enable a work to remain fresh, interesting, and meaningful for years and years."

2. The personal value of literature to children

Tomlinson M.C and Lynch-Brown C in their book entitled "Children's Literature" write that the teacher and librarian should justify the benefits of literature in the classroom. They are: (1) Enjoyment, what is meant by enjoyment here is that, when you read widely as children, you will never forget the stories that were so funny that you laughed out loud, the poem that was so liting that you were never forget it, or the mystery that was so scary that your heart thumped with apprehension; (2) Imagination and Inspiration, By seeing the world around them in new ways and by considering ways of living other than their own, children increase their ability to think divergently. Through the vicarious experience of entering a different world from the present one, children develop their imaginations. In addition, stories about people, both real and imaginary, can inspire children to overcome obstacles, accept different perspectives, and formulate personal goals; (3) Vicarious Experiences are broadening for children because they, as readers, are taken places and times that they could never actually visit- and might not want to. A vicarious experience can also be a good mental exercise for children, since they are asked to view situations from perspectives other than their own; (4) Understanding and Empathy, Literature helps young people to gain an appreciation of the universality of human needs across history, which makes it possible for them to understand that all humans are, to some degree, alike. By introducing children to stories from many lands and cultures, teachers and librarians are building a solid foundation for multicultural and international understanding; (5) Heritage, Stories that are handed down from one generation to the next connect us to our past, to the roots of our specific cultures, national heritage, and general human condition. Stories are the repositories of culture. Knowing the tales, characters, expressions, and adages that are part of our cultural heritage makes us culturally literate. Stories based on fact help young people to gain a greater appreciation for what history is and for the people, both ordinary and extraordinary, who made history; (6) Moral Reasoning, Young readers naturally consider what they themselves would do in such a situation. As the story unfolds and the character's decision and the consequences of that choice are disclosed, readers discover whether their own decisions would have had positive outcomes. Regular experience with these types of stories can help young people to formulate their own concepts of right and wrong; (7) Literary and artistic Preferences, Children, who read regularly from a wide variety of children's books, soon develop their own personal preferences for types of books and select favorite authors and illustrators. The more children know about their world, the more they discover about themselves-who they are, what they value, and what they stand for. These personal insights alone are sufficient to warrant making good books and essential part of any child's home and school experiences.

3. Books and computer-based literary narratives

Besides trade books and textbook that can be used for students' in learning process, students especially for young learners could learn from images that they found in textbook. It happens because some of them in the age of young learner are already couldn't read yet. (Kathy East and Rebecca L.Thomas: 2) Moreover the increasing and developing of internet technology make the teacher or education practitioners easily find the suitable material as the source of their teaching learning process for their students. Student especially young learner learns language from textbook or trade book. A textbook, by design and content, is for purpose of instruction. Meanwhile trade book, by design and content is primarily for the purposes of entertainment and information. (Tomlinson M.C and Lynch-Brown C: 1999: 20)

There are 3 relationship between literary text and media. The first refers to electronically *augmented* literary texts, or perhaps electronically augmented experience relating to literary texts. This category is concerned with literature that has been published in book format only, but the books are augmented with online resources that enhance and extend the story world of the book. The second category of relationship among literary texts and digital media is the electronically re-contextualized literary text. In this category, literature that has been published in book form is re-published online or as a CD-ROM. The third category relating narratives to digital format is the digitally originated literary text. These are stories that have been published in digital format only-on the web CD-ROM (Unsworth.Len. 2005:2). This kind of material from literary text can be used in teaching and learning process whether it will be in a group or in pair.

The great variety of literary narratives for children and adolescents published on the web can be categorized as follows:

- a. E-stories for early readers —these are texts which utilize audio combined with hyperlinks to support young children in learning to decode the printed text by providing models of oral reading of stories and frequently of the pronunciation of individual words;
- b. Linear e-narratives —these are essentially the same kinds of story presentations which are found in books, frequently illustrated, but presented on a computer screen;
- c. E-narratives and interactive story contexts —the presentation of these stories is very similar to that of linear e-narratives, however the story context is often elaborated by access to separate information about character s, story setting in the form of maps, and links to factual information

and/or other stories. In some examples it is possible to access this kind of contextual information while reading the story;

- d. Hypertext narratives—although frequently making use of a range of different types of hyperlinks, these stories are distinguished by their focus on text, to the almost entire exclusion of images;
- e. Hypermedia narratives—these stories use a range of hyperlinks involving text and images, often in combination.

4. Principles for the Design and Implementation of Coherent Classroom Programs of work

The pedagogic framework involves the strategic use of student-centered, discovery learning as well as teacher directed, overt teaching and intermediate, guided investigations of various kinds. Managing classroom learning also includes designing learning experiences based on collaborative small group activities, individual independent work and common whole class tasks.

The teacher at times will be a facilitator and guide or a co-researcher, but at times will be an authoritative leader and direct instructor. The principles of dynamic, functional organization of whole class, small group and individual learning

Conclusion

One of the characteristics of young learners is that they sometimes have difficulty in knowing what is fact and what is fiction. The dividing line between the real world and the imaginary world is not clear. Students especially young learner learns language from textbook or trade book. A textbook, by design and content, is for purpose of instruction. Meanwhile trade book, by design and content is primarily for the purposes of entertainment and information.

There are 3 relationship between literary text and media. The first refers to electronically *augmented* literary texts, or perhaps electronically augmented experience relating to literary texts. The second category of relationship among literary texts and digital media is the electronically re-contextualized literary text. In this category, literature that has been published in book form is re-published online or as a CD-ROM. The third category relating narratives to digital format is the digitally originated literary text. These are stories that have been published in digital format only-on the web CD-ROM.

In teaching and learning process The teacher at times will be a facilitator and guide or a co-researcher, but at times will be an authoritative leader and direct instructor. The principles of dynamic, functional organization of whole class, small group and individual learning

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MOTIVATING STUDENTS THROUGH EDMODO (A Blended Learning in Grammar Class)

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Abstract: The use of social media used for pedagogical pupose has been developed nowadays. Dealing with this idea, it inspires to conduct this study which implements edmodo as a social media to motivate the students in learning grammar. Additionally, it is further analysed the implications of its implementation in grammar class. To investigate these issues, observation and questionnaires are employed to collect the data. Those questionnaires are distributed randomly to 50 students of English Department, University of Siliwangi Tasikmalaya. The results show that edmodo is able to motivate the students to learn. It implies to their motivation in achieving; (1) affective, (2) cognitive, (3) integrative social relationship, (4) and task goals. Students with learning goal have better learning achievement than those having performance one. Additionally, the lecturers are also able to optimize in providing students academic advisory through edmodo. Therefore, Edmodo, contributes positively in English grammar class.

Keywords: *motivation, the use of edmodo in Grammar Class*

Motivation has a very crucial role in a learning process, especially related to the students' achievement in mastering a particular subject, for example, in learning English. It is able to lead to the assumption that without any motivation a student or even a lecturer will not achieve what they want to reach. It is in line what is said by Brown (2008:183) that "...Motivation is the main star in second language learning around the world." Therefore, as an educator or a lecturer, they have to be able to motivate their own students in order that they can own a good language skill by the maximum effort. The assumption is certainly not false because it is almost uncountable that a study or research conducted toward human being showed that motivation is generally a learning key (Weiner, Deci, Maslow in Brown, 2008:183). However, as an educator, the lecturer needs to innovate how to build students' motivation to learn. It is not easy because students generally only want to have "A" rather than achieve a deep understanding related to the subject they are learning with.

Besides, the mentioned description is related to dimension in which there are two motivations influencing students to achieve learning objectives, intrinsic and extrinsic motivation. Brown (2008:188) says, ". Motivation is the degree to which the learner is intrinsically or extrinsically motivated to succeed in a particular activity." Hence, the researchers in this study are intended to observe what becomes the students' motivation aims and how to motivate them to learn, especially learning English grammar.

How to motivate students to learn? This question leads a lecturer to make such a great innovation in order that all students can be motivated. There are various ways to motivate them whether having dialogue directly in teaching learning process or giving supervising out of the class. In this case, the researchers implemented edmodo to build their learning motivations. By edmodo, it is certainly that students of English department and the lecturers interacted one another out side of the class, and the researchers assumed social media is able to enhance academic supervising for all students of English department taking English grammar.

There are so many social media which are available, but edmodo is the choice because it's desgned for pedagogical pupose. Edsurge (2013) says, "Edmodo is a social network for students, teachers, parents, and schools. It can be used to share assignments and grades, host discussions and post videos, schedule appointments, and create and take polls". It means that edmodo is one of social media which can be operated by students, teachers or lecturers, and parents. It is able to be used to post various assignments and students' learning achievement, actual discussion topics, video, appointments, and to facilitate students' polls which are related to teaching learning process. Edmodo itself was created in 2008 (Esurge, 2013). Besides, there are some other applications provided by edmodo which are able to support learning process. Hence, the researchers certainly expect that it is able to motivate students to learn, especially learning English grammar, in order to reach learning objectives which are already settled.

Method

Research methodology used was descriptive. Key (1997:110) also says, "Descriptive research is used to obtain information concerning about the current status of the phenomena to describe and involves range from

survey which investigates the relationship between variables.” It means that descriptive study is implemented in order to be described clearly and involves survey to investigate inter-relationship of variable.

Observation and questionnaires were used to collect the data. Observation was done to investigate students’ activities in edmodo in English grammar class. Questionnaires were used to know the implications of the use of edmodo, students’ motivation, internet access, implications of the use of edmodo, and academic advisory outside the class. It was distributed through edmodo randomly to 50 students of English Department students because it has a feature namely polls. Thus, the students could fill it directly after it was posted by the lecturer. Data obtained would be analysed through the theory of Good et al. in Dai and Sternberg (2004:42) and Ford in Brophy (2004:8) related to students’ motivation in learning process. Questionnaires’ results were analysed in the form of percentage, and this is aimed at answering research questions.

Findings and Discussion

The results of data analysis are presented in this section which deal with some points, such as, internet access and edmodo, students’ motivation, implications of using edmodo in grammar class, and the lecturer’s academic service outside the class. It can be seen in three following tables below.

Table 1. Students’ Responses on Edmodo, Internet access, and Teacher’s Availability Outside of Class

No.	Statements	Strongly Agree	Agree	Dis-agree	Strongly Disagree
EDMODO, internet access, teacher’s availability out of class					
1	I like to learn grammar/structure through edmodo because it’s interesting	13,51	62,16	24,32	0
2	It is easy to operate edmodo	35,9	56,41	7,69	0
3	I don’t have any difficulty to get internet access	7,32	46,34	41,46	0
4	Features in edmodo are interesting	12,2	70,73	17,07	0
5	Edmodo helps me to be more discipline	14	76	8	0
6	I do my assignment independently	34,88	65,12	0	0
7	I discuss with my friend when submitting the quiz	2,17	32,61	52,17	0
8	I can consult all problems I have through edmodo	4,26	63,83	31,9	0
9	The existence of edmodo supports the learners’ needs both in consulting and discussing with the lecturer	16,33	69,39	14,29	0
10	Learning with edmodo makes me more discipline and responsible	15,69	74,51	9,8	0

Table 2. Students’ Responses on Performance Goal

No.	Statements	Strongly Agree	Agree	Dis-agree	Strongly Disagree
MOTIVATION: Performance Goal					
11	I don’t want to submit the assignment late in edmodo to avoid losing score	9,52	52,38	33,33	0
12	I have to be active in edmodo in order that I’m notified by the lecturer.	5,56	61,11	33,33	0
13	I like if I can get good score in edmodo because I can achieve “A” or “B”	31,58	52,63	15,79	0

Table 3. Students’ Responses on Learning Goal

No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
MOTIVATION: Learning Goal					
14	Being active in edmodo makes me comprehend more the lesson	12,07	67,24	18,97	0
15	Learning material is interesting, and I like if there is discussion through edmodo.	14,04	66,67	18,97	0
16	Doing the quiz measures my comprehension.	29,31	68,97	1,72	0
17	I post questions in edmodo in order to get more explanation both from the lecturer and other students.	10,34	77,59	12,07	0
18	I have to find solution, read references, or discuss with my friends in edmodo when I get difficulty in doing the quiz	5,26	85,96	8,77	0

No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
19	I'm curious to know what will be posted in quiz because I like doing it.	11,67	68,33	20	0
20	Teacher's feedback in edmodo pushes me to be better than before	29,51	70,49	0	0
21	After I finished doing all quizzes in edmodo, I'm sure I can do the test	15,87	66,67	17,46	0
22	All activities I did in edmodo make me more realize that to achieve the learning goal needs a process.	35,94	59,38	3,13	0

Dealing with the findings, It discusses students' motivation on performance goal and learning goal. Besides, it is also elaborated the previous results viewed from human being motivation consisting of six goals. As described in the background of this study, Brown (2008:183) says "...Motivation is the main star in second language learning around the world." Therefore, as an educator or a lecturer, they have to be able to motivate their own students in order that they can own a good language skill by the maximum effort. The results show that the students tend to have high motivation in teaching and learning activity. This is in line with what has been proposed by Brown (2008:188) who says, ". Motivation is the degree to which the learner is intrinsically or extrinsically motivated to succeed in a particular activity." Moreover, it is also in line with the guidelines for teacher for using technology proposed by Egbert in Richard-Amato, Patricia A. (2010: 407) who says that "Do not use technology only because it is available. Make sure it is appropriate." In other words, the use of edmodo in learning grammar is appropriate for students to use because it's already considered by the lecturer.

Students with performance goal compared to those with learning goal seem to have different purpose in joining the class. For those who have performance goal, they tend to focus on the result of learning they achieved without considering the process of learning and other factors. It can be seen on table 2. Here, it is clear that what they see is only result not the responsibility they have to do as a student. This description is in line with Good' research results *et al.* in Dai and Sternberg (2004:42) which showed that a performance goal is the goal of validating one's ability through one's performance, that is, the goal of looking smart and not dumb.1 In contrast, a learning goal is the goal of increasing one's ability, that is, the goal of getting smarter. These goals create very different mindsets, which we will see, have many ramifications. Hence, a performance goal could have equal with learning goal, but a learning goal viewed from the result of this study is better.

Dai and Sternberg (2004) described two motivational goals, such as performance goal and learning goal. However, Ford in Brophy (2004:8) has developed human being motivational theory which consists of 24 goals classified into six categories. Do lecturers need to also consider these? Ford in Brophy (2004:8) says that "Affective goals include entertainment, tranquility, happiness, pleasurable bodily sensations, and physical well-being." Edmodo could provide points mentioned, like entertainment and happiness. To prove it, it can be seen in the table 1. Features in edmodo contain entertainments which are needed by students when they are learning. Edmodo provides groups or other communities of educations which facilitate them to have discussions variously. Moreover, students were successfully discipline in submitting the assignment or other quizzes (see table 1 no.5). These notions could be a consideration for the to achieve affective goal.

Another point proposed by Ford in Brophy (2004:8) is cognitive goal consisting of some parts, like exploration to satisfy one's curiosity, attaining understanding, engaging in intellectual creativity, and maintaining positive self-evaluations. What have been mentioned about human motivational theory existed in grammar class when edmodo was implemented. Here, it has a clarity that cognitive goal is also necessary in relation to the achievement of students as a successful measurement. In the table 3. in the findings, it can be seen that students' curiosity were existing while edmodo was implemented. This factor is certainly necessary in order that students possess high motivation to achieve their own goals which they already set. Besides, they are also engaged intellectual creativity in order to achieve cognitive goal. In the table 3., it is clearly described that they have to find solution, read references, or discuss with my friends in edmodo when they faced difficulty in doing the quiz. In other words, edmodo facilitated them to engage intellectual creativity which aimed at reaching a cognitive goal they wanted.

The use of edmodo in grammar class affected to students social side and task goal. For instance, they used to expressed what they felt toward their results. Various expressions were used by students after submitting in edmodo. One of the students said, "I love learning in edmodo", and "Need hardwork to get good result." These expressions affected to the others to comment one another to share about assignments they submitted related to how they solve learning problems. This is in line with the theory proposed by Ford in Brophy (2004:8) saying that motivation covers, Integrative social relationship goals which consist of belongingness, social responsibility (meeting one's ethical and social obligations), equity (promoting fairness and justice), and resource provision (giving material and social support to others) Task goals which consist of mastery, task creativity, management

(handling everyday tasks with organization and efficiency), material gain, and safety. In other words edmodo could create a good social relationship among pupils and lecturers.

Statement no 18 in Table 3 shows that students mostly have to cope with problems of learning by reading some references, or discussing in edmodo. In other words, they are independent learners who can initiate to go online in edmodo in order that they could share and discuss with other friends to have refreshments. What have been captured is in line with Maslow's theory (2000:10) in which that human being needs for self-actualization. "Even if all these needs are satisfied, we may still often (if not always) expect that a new discontent and restlessness will soon develop, unless the individual is doing what he is fitted for. A musician must make music, an artist must paint..." It means that everyone needs to actualize themselves in order to achieve what has been set previously and better result.

Conclusion and Suggestion

This article has conclusions related to both affective and cognitive domain. The results of this study show that students with learning goal have better learning achievement than those having performance one. Moreover, edmodo builds their motivation in achieving; (1) affective, (2) cognitive, (3) integrative social relationship, (4) and task goals. Students can be discipline and responsible in joining grammar class. They could submit each assignment punctually because each posting had its own deadline, so they could not neglect the given assignment or quiz. They could also be active in edmodo in order that they reached better understanding toward learning problems they faced. In other words, they built social relationship among all students from different classes taking grammar in edmodo. The lecturers are also able to optimize in providing students academic advisory through edmodo. Therefore, Edmodo, contributes positively in English grammar class.

Both lecturers and students need to be aware to the development of technology. The innovations of technology can help lecturers design teaching learning process interesting, but the good preparations have to be done in order to involve students when they are learning. However, the students' readiness in technology should also be considered when it is used, so the class can run well.

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THE IMPLEMENTATION OF THREE TECHNIQUES FOR TEACHING LITERAL READING AND ENGLISH FOR YOUNG LEARNERS

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Abstract: In recent years, blended-learning is widely known as an effective and efficient technique in English Language Teaching. This report is a self-reflection on the implementation and evaluation of teaching practice using lecturing, presentation and discussion, and blended learning for undergraduate students. There were ten students consisted of three males and seven females. The subject taught was Literal Reading and English for Young Learners (EYL). The students were taught using three techniques: lecturing, presentation and discussion, and blended learning. The data for students' activeness during the process of teaching and learning gained from lesson study and observation sheet. An in-depth interviewed also conducted for students who did not active to figure out their reasons. Finally, the result of observation showed that using the three techniques most of students became more active in the classroom and they could better understand the topic taught. The task to upload their works in the internet also helped them to become more creative in learning.

Keywords: *Literal Reading, EYL, blended-learning approach*

The advancement of technology gradually changes almost all aspects of human life, including education. It becomes important area for the development of teachers' professionalism (Cahyono, 2013: 425). Teachers are forced to become more skilled and knowledgeable in operating technology, such as computer, LCD, internet and so forth since those tools have become a part of education itself.

Tomlinson and Whittaker (2013: 11) said that blended learning is not wholly a new approach to teaching and learning but it signifies the inclusion of computer technology providing online or offline activities and materials in the mix. Blended learning commonly combines both face-to-face learning and online learning. There are many terms and definitions of blended learning based on the presentation of face-to-face learning and the use of technology (online) in the classroom. Smith and Kurthen (in Tomlinson and Whittaker, 2013: 12) list taxonomy of terms related to blended learning as follows.

Table 1: Taxonomy of terms related to blended learning

Terms	Definition
Web-enhanced	subjects that make use of minimal amount of online materials, such as posting a syllabus and course announcement.
Blended	subjects that utilize some significant online activities in otherwise face-to-face learning, but less than 45 per cent.
Hybrid	subjects in which online activities replace 45-80 per cent of face-to-face class meetings.
Fully online	subjects in which 80 per cent or more of learning materials are conducted online.

From the table of terms above, it can be simply said that whatever the terms and the percentage of each technique, blended learning combines face-to-face learning and the use of technology to maximize the learning outcome.

Blended learning is recommended to be used in today teaching and learning since it offers some advantages. Thorne (2003: 18) mentioned that blended learning can create learning experiences that can provide the right learning at the right time and in the right time for each and every individual. It can be truly universal, crossing global boundaries and bringing group learners together through different cultures and time zones. In other words, blended learning is not limited by time and geographic location. According to Wilson and Smilanich (2005: 13), it widened reach of training because it offers opportunity for students who cannot physically present in the classroom to have access to learning through the use of internet and it is more economical because blended learning offer many options, teacher can choose the most economical one which meet his/her class need.

As mentioned above, blended-learning combines both face-to-face learning and online learning. The most common technique used in face-to-face learning in higher education is lecturing, then, followed by presentation and discussion. Lecturing method refers to oral presentation of information and ideas by a teacher (Sutherland, 1976: 30). The information conveyed commonly contains explanation of the materials. The lack of this method is that students' cannot be active during the lesson. Students' involvement in this teaching method is

just to listen and takes notes if necessary during the lecture. However, Faroq (2012) said that there are also some advantages of this method, such as: (1) in this teaching method a large amount of information can be covered in a single class period, (2) teacher can compliment and clarify text material, (3) it facilitates large class communication, and (4) it helps the students to develop listening skill.

Next, presentation and discussion are used to cover the lack of lecturing method. Students are asked to present a topic either in group or individual. Nowadays, most of presentation uses power point as media to present the ideas. The power point helps the presentation to be more effective since it provides visual aids. The presentation technique is fruitful since it makes students learn independently to prepare and present their presentation. Chan (2009) mentioned that the benefits of presentation are two folds: (1) it is an effective method to improve students' public speaking skill and (2) make them easy to remember the materials that they have presented themselves. Discussion, then, hold after presentation session. This technique gives chance for other students to ask questions and the teacher to clarify what have been explained by the presenter(s). Therefore, this technique encourages students to become more active in the classroom.

Reviewing all those advantages, the teaching practice class at graduate program in English Language Teaching suggested the students to implement blended learning technique in their teaching presentation. Each student asked to teach using three techniques, those are lecturing, presentation and discussion, and blended learning approach. Each student had equal chance to present and freely to choose his or her specialty subject to teach. After finishing the presentation, each student asked to upload his or her works to the internet in form of a web blog. The materials uploaded consist of the video of teaching presentations, the power point slides accompanied with the audio explaining the contents of each slide, and the teaching materials. As the result, everyone who browses the web blog, including the students and the supervisor, can see and give comments to the presentation. Finally, it is expected that students get more valuable feedback through this way and improve their teaching skill.

Here, the writer as a student then tried to report his work on the implementation and evaluation of the three techniques in form of a self-reflection report. He taught Literal Reading for the skill course and English for Young Learners (EYL) for the content course. This report, then, tried to details the process of teaching and learning, the students' responses, and the writer's impression toward those techniques, and what the writer's gain from the implementation of those techniques. Thus, the objectives of this report are: (1) to describe the implementation and the evaluation of blended learning approach in teaching practice class, (2) to share the writer's impression and opinion toward the three techniques (lecturing, Ppt presentation and discussion, and blended learning approach), and (3) to briefly explain what the writer's gain from the implementation of those three techniques.

Method

This report used descriptive qualitative approach to describe the process of developing the course outline, the lesson plan, and the implementation of three techniques. The subjects of the study were ten students consisted of three males and seven females. The students were taught using the three techniques: lecturing, presentation and discussion, and blended learning. These techniques were implemented to both skill course (Literal Reading) and content course (EYL). To evaluate the effectiveness of these techniques, two instruments were utilized: lesson study and observation sheet. Lesson study employed to check students' activeness during the lesson. An observer sat in the back to check the students' language, fluency, content, and activeness. Meanwhile, the observation sheet had two functions: to check students' concentration during the lesson and to give comments' on the teacher's presentation. Last, the writer's comments and his impression toward the three techniques also would be described qualitatively.

Result and Discussion

The development of Course Outline (CO), Lesson Plan (LP), and materials selection. The CO and LP was developed using a skill-centered approach. Thus, the teacher arranged the topic based on the skills that the students need to learn. In Literal reading, for example, the students need to learn about how to identify topic and main idea of a paragraph. In EYL, they need to learn how to use games and songs in EYL class. Meanwhile, the selection of materials was selected from various sources, for literal reading, the sources are adopted from several course books that provided example of texts and exercises. Meanwhile, for EYL, the materials are adopted from a textbook, online video, and internet such as from www.britishcouncil.org.

The presentation of skill and content course. Literal Reading was taught on Wednesday, 25 September 2013. The time allotment was 25 minutes. The topic taught was Identifying topic and Main Idea of a Paragraph. The instructional goal was students were able to choose best topic for a paragraph, to determine topic of a paragraph, and to choose the best main-idea statement. Classroom activities were arranged into three sections, namely three-phrase technique. Brown (2007: 375) suggests this framework for teaching reading. He

explains that in teaching reading, it is recommended to plan *before reading activity* which build students' background knowledge about the topic. Then, *while students read*, it is better to give students a sense of purpose for reading. After that, in *post-reading activity*, teachers can give exercises on comprehension, vocabulary test, discussion on the content, etc. The teacher implemented the same framework. In pre-reading, he designed the activity to build the students' background knowledge and familiarity with the topic using pictures then asked them about the topic of those pictures. Next, in whilst-reading, the teacher gave explanation using power point presentation and gave example on how to identify topic and main idea of a paragraph. The rest activity, then, was much more on doing exercises and discussing the students' answers.

Meanwhile, EYL class conducted on November 6. The time allotment was same i.e. 25 minutes. The topic taught was the Use of Songs and Games in EYL class. The goal of teaching was make students are able to use games and song in EYL classroom creatively and designed classroom activities using those techniques and media. The teacher used Presentation-Practice-Production (PPP) technique as the method of delivery. Harmer (2001: 82) said that this technique is appropriate for higher-level students. Using this technique, students are forced to be more active and creative to produce their idea. In presentation section, the teacher explained the materials using power point. He showed example of songs and games in form of video. He also showed example of mini lesson on how to use games and songs in EYL class. Next, in Practice section, the students were asked to discuss their idea on using games and song in EYL class. They also were asked to review a journal, which discussed the same topic. Hence, students were expected to learn from research-based material. Article from a journal was assumed as a worthwhile material since students could learn to criticize the article, read the literature review about the reasons for using games and songs, and gave them idea on how to use songs and games from a real classroom report. Finally, in Production section, each group presented their idea in front of the class and other group gave comment.

Based on the writer's observation, the process of teaching and learning ran smoothly and successfully. Each activity planned in the lesson plan could be well implemented step by step.

The students' activeness during the process of teaching and learning. Based on the lesson study and observation sheet given by the observer, most of students were active. In Literal Reading class, there were only two out of nine students who did not active. They still paid attention on teacher's explanation but they did not asked questions or actively participated to respond teachers' questions as other students did. Based on the interview, they said that they could not keep up with the teacher's explanation since it was too fast. Meanwhile, in EYL class, all students were active. They enjoyed the lesson and all of them participated in discussion and presented their ideas on using games and song in EYL class. However, the observer criticized that the time allotment for discussing the students' idea on using songs and games were too long. By setting it shorter, it would provide a longer time for students' to present their ideas. Overall, both presentations using the three techniques were quite successful since most of students in the class were active and showed their enthusiasm during the lesson.

The implementation of blended learning approach. Blended learning took part in the process of evaluating the students' presentation in the web log. Thus, each student are asked to upload their works in form of video, power point accompanied with audio, and the teaching materials. Therefore, each student should capable and familiar with technology to do all those things. It is quite fruitful since Cahyono (2013: 425) mentioned that information and communication technology is a part of teacher professional development. In 21 centuries, literacy in ICT is needed to be mastered not only by the students, but also by the teachers (Pacific Literacy Research Center, 2010). It is due to the reason that the use of social media and technology has affected almost all aspects of human life, including education. Then, by uploading the teaching presentation in the internet, there will be more people who can see and give comment toward the presentation. As mentioned by Thorne (2003: 18), blended learning offers a truly universal learning, it is not limited by time and geographic location. Consequently, of course, the teacher then get more valuable feedback for his/her presentation and he/she can learn from those feedback to improve his/her teaching skill.

The writer's impression and opinion toward the three techniques. Based on the lesson study and observation sheet, then, the writer claimed that the used of three techniques can motivate students to become more active in teaching and learning. He saw the students enjoyed the teaching and learning process using those techniques. The lecturing technique provided a chance for teacher to explain his materials, the presentation and discussion also provided the opportunity for students to take part in the lesson, and the blended learning approach widening the possibility for the teacher to get more valuable feedback from the viewers in the web blog.

Experiences and lessons that the writer's gain from the implementation of the three techniques. It was showed that the implementation of the three techniques provided several advantages for both teacher and students. The students could better understand the topic through the use of those techniques. They seemed to be more enthusiasts in learning since the teaching and learning process is more students-centered approach. For the teacher, he learned a lot from this technique. He learned to be more creative to prepare the materials. He also

forced to become more skilled and knowledgeable to use technology, especially when he asked to combine his slides with the audio. He also got opportunity to learn how to upload the materials to internet.

What had been done in teaching practice class, actually, was in line with Brown's suggestion for teaching adult (2007: 104). He said that adult students' should give more opportunities to make choices about what they will do in and out of the classroom. The concept of three techniques (lecturing, presentation and discussion, and blended learning) is appropriate with this suggestion. The variety of techniques used allows both teacher and students to be more engaged and productive during the lesson. The implementation of blended learning also motivates them to learn out of the class (Bath and Bourke, 2010: 9). After finishing the class, they still have task to upload the materials to the web blog. That is why through blended learning, students and teacher have more opportunities to learn outside the classroom.

Conclusion

To sum up, the use of lecturing, PPT presentation and discussion, and blended learning approach was fruitful for teaching both skill course (Literal Reading) and content course (EYL). The students were more motivated and creative in learning. Besides, the teacher also forced to become more skilled and knowledgeable in integrating technology in teaching and learning process. Therefore, the use of the three techniques was suitable and showed positive impact toward the learning outcomes and the teacher's professional development.

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Biodata

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'MOBILE COMICS' AS A MEDIA TO ENHANCE LITERATURE'S SENSE TO YOUNG LEARNERS

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Abstract: This paper purposes to present, through practical examples, how Mobile Comics can be used as an alternative media to enhance young children's literature sense. It examines thoroughly why Mobile Comics can be considered as precious and essential pedagogical instruments. In particular, it will discuss how Mobile Comic can assist teacher to enhance young learner literature's sense. It is undeniable that the tremendous use of gadget supplies vast learning materials in the scholarly world. As Mobile Phone is the most utilized gadget in our community, Mobile Phone develops its many and sophisticated applications including mobile comics. Mobile Comics provide visual movement, sound and imagery characters which lead its user get to so much pleasure when deal with it. Mobile Comics can be regarded as a strong motivator, simply because young learners delight pictures with colorful and wonderful characters. This feature can be maximized to sharpen young learner literature's sense by arousing their literature curiosity through accommodating them to have enjoyable and meaningful experience. In this context, the story of the comics should cover those which belong to fairy tales, myth, fables, or legends. Having unique characteristics, young learners need special treatments and touch to get the idea of literature. Enjoyable and meaningful experience possibly covers activities which reflect children's world such as games, singing, coloring, or art performing.

Keywords: *Mobile Comics, Mobile Learning, Young Learners, Literature Sense*

Mobile Comics in the context of Mobile Learning

Mobile comic is a sophisticated feature in smart gadgets from example smart phones, blackberry, or tablets. It is a digital comic which can be bought, downloaded, read via smart phones or other smart gadgets. This application could be purchased in android market, blackberry world, or iOS application. Mobile comics initially were introduced by Devil's Due Publishing or Devil's Due's at around 2008. Then mobile comics have been increasing in the last few years with the current available technology, thousands of digital content have been created to fit the small screen size (http://en.wikipedia.org/wiki/Mobile_comic).

It is undeniable that educational institutions today extensively use Internet-based technologies and search ways to integrate the use of variety of mobile technologies to enhance the efficacy of language learning. As teacher, it is needed to use the innovative technologies since they provide excitement and opportunities of effective use. In similar way to e-learning, mobile learning utilizes innovative wireless technologies which help to make study activities both more accessible and more portable (Hulme, 2007).

The booming of smart gadgets used in nowadays era, may direct English teacher to take this opportunity to create exciting and meaningful learning activities through smart gadgets for example smart phones or tablets. These kind of method than is called mobile learning. Mobile learning has been defined as a certain type of a learning model which allows students to get and use learning materials through the portable devices anywhere and anytime (Dang, 2013). These handheld, portable and wireless devices include tablets, mobile phones, laptops, and etcetera.

Kukulka-Hulme & Traxlerin Madiope (2013) noted that mobile language learning possess seven desirable characteristics namely spontaneous, personal, informal, contextual, portable, ubiquitous and pervasive. Due those characteristics, mobile learning is an appropriate tool to deal with language learning activities. Moreover, mobile learning allows access to educational activities and materials at any time, incorporates the qualities of different media to make the experience of every learner personal by affective means and it also responsive to the factors of time, location, and learners' present activity.

The Need to Enhance Young Learner's Literature's Sense

Children encounter various genres and forms of children's literature from the time of their early childhood. Fairy tales, stories, nursery rhymes, songs and games form an important part of children's lives. Before children begin school, they are familiar with many folk and fairy tales as well as with some of the English modern fiction translations, such as Winnie the Pooh etc. Either through books or television, they know characters like "Little Red Riding Hood", "Snow White", "Cinderella and many others".

To reinforce that it is needed some efforts to increase young learner's interest on literature. Thus, this paper will try to point out in what way that mobile comics will play important role in introducing literature to young learner. Indeed, comics as pictorial stories will give a unique touch to young children. It is well noted that pictorial short-stories such as comics have a potential to positively influence the personal and emotional

development of learners, to develop imagination and fantasy, improve reading and motivation to learn, raise interest, socialize, and explain some aspects of the culture and society of the target language nation.

In order to be loved by children, literature should be performed in such interesting way at a very early stage. Comics can be regarded as a strong motivator, simply because children like pictures on it with colorful and wonderful characters. In this digitalized era, the use of smartphones and tablets is a tremendous phenomenon which effect all aspects in life. As Mobile Phone is the most utilized gadget in our community, mobile phone develops its many and sophisticated applications including mobile comics. Through its sophisticated application, mobile comics offer fantastic experience in reading comics on small screen size with additional movement, sound and also different methods of display and interactivity. It has been noted that since the introduction of mobile comics in 2004, mobile comics have been evolving rapidly as a media to read comics other than web comics and paper comic books (Wandani, Wee and Moses, 2011)

It is usual to see a young child nowadays has already familiar with smart gadgets. At very young age, they are introduced to deal with the gadgets for examples mobile phones or even tablets. Moreover, many parents let their young children to have those gadgets as toys and play with them as their convenience. This occurrence should be enabled to enrich learning activity for young learners. In this context, the story of the comics should cover those which belong to fairy tales, myth, fables, or legends. The following discussions will present the good side of comics to be an alternative material in introducing literature to young children.

The Good Strength of Comics

Since mobile comics are displayed as visual and digital media, it assists to increase motivation of young learners. The visual of comic also contributes to improving communicative competence. Hence, comics include gestures, and the body language of the characters. These supply the development of communicative competence, which includes nonverbal communication. Thus, comics also cover life-like situation and expression which enrich the children's capability communicative. Comic presents story through expression, concept, picture, accompanied by visual image in one mind, then the young learner will memorize and recall the story more easily.

Versaci claims (2001) that comic is an expansion upon the students' understanding of the forms and voices of literature. This implies that comics open up a vital avenue of understanding concerning what literature is. The expansion of the understanding may covers the forms and voices of literature. . Moreover Versaci (2001) explains comics are not typically perceived as 'literary,' but they encourage us to step back and ask larger, important questions about canon formation that sharpens critical thinking skills. It means that the feedback when the learners given comic activities would be in critical thinking responds and comic will trigger their curiosity in literature.

Versaci proved that though comics in the class, student gave much more feedback in 'traditional' literary work--Dickens's *A Tale of Two Cities* or Alice Walker's *The Color Purple*. It showed that the feedbacks display meaningful participation and forthcoming ideas and opinion. From Versaci's research, it is gained that comics is relevant media for the learners to engage literature's sphere. In short, comics demonstrate literary presumption and convey the merits of literature .

In addition, based on Saleh's research, he said that comics are just as sophisticated as other forms of literature (2012). Comics provide tailored visual story which portrays the value of literature through multisensory engagements. It involves sound, animation, or video which draw their interest more when they deal with literature. Thus, young learners will always want to know more by watching the next scene. It shows that comics just simply an alternative media to enhance young learner's interest in literature due to its sophisticated media and visualization.

Practical Activities

As stated in previous paragraph, the term of young learner in this paper goes to the students whose age is under six years old. Having unique characteristics, young learners need special treatments and touch to get the idea of literature.

The first activity which can be done is asking them to color the picture which displayed the mobile comics. The visual object in the mobile comics should be printed out and let the young learner engaged more tightly with the objects then finally feel the joy of coloring of the objects. The Mobile comics as it is stated in last discussion, they should be about fairy tales or folktales. In this paper, the writer has chosen some fairy tales to be some of the alternative subject taken. Before they are coloring the print out papers, teacher should glimpse first about the papers.

Next, the learners can be instructed to put the part of the mobile comics in order. The learners are given with some part of the comics, and their job is arranging the papers into a story. Since the learners are under six years old, the part of paper should not in many part, they should consist not more than five parts.

Other activity that can be given to young learners is asking them to mention the things in comics. This activity can be done in variety exercises. It might be in groups or individuals. In groups, the teacher divides the

class into some groups, then she/ he asks the students to mention the things in the comics based the criteria which the teacher requests. The criteria/s can be changed as many as possible based on variety subjects displayed in mobile comics. Besides, the teacher could ask the students to imitate or make a sound to the things that they mention. For example, if the criteria is animals and they mention a bird, the teacher can ask them, “what the birds usually do”!. Then, the students should imitate how the birds usually do (flying): the students should move their both hands, waving the palm, as were they are moving wings.

Drawing the same subject as portrayed in the comics is also can be done in class. Comics, indeed presents many pictures and some pictorial actions. These characters can be used to be the object. The teacher asks the students to draw objects which they can find in mobile comics, they can imitate or make their own creation. By doing activity, it is hoped that the learners is more engaged to the comics itself and they know what literature is and eventually they will fond of literature and enjoy it very much.

Lastly, to introduce literature to young children using mobile comics could be done though singing. First, the teacher shows mobile comic that the class uses, then the teacher explains at glance what the comic is about. After knowing the main story of the comic, the teacher asks the students sing a song together. The song could be any kind of song.

Conclusion

As this article demonstrate, the ideas that come out of mobile comic can be very helpful in introducing literature to young learners. Those activities are not far away from young learner’s world, such as coloring, picking out the right pictures, singing, mentioning the object in the comics and getting the right pictures. Such activities provide meaningful and enjoyable exercises and they encourage young learners to engage more to the wonderful world of literature through mobile comics. Mobile comics also develop students’ intelligence by stimulating their imagination and creativity. Moreover, mobile comics facilitate learner’s understanding of the meaning of literature and feel and involve in it.

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AN INTRODUCTION TO PEER ASSESSMENT OF ORAL PRESENTATIONS

David James Townsend

Abstract: Presentations are an area of second or foreign language education that has great potential for transfer of skills from the classroom to real world applications. Presentation skills practiced in the classroom are the same skills needed to succeed in a wide range of business environments. They are essential for effective communication and valuable to students in both their native and second languages. One way to optimize the time spent in the classroom is to have all students assess their classmate's presentations. Instead of being an idle audience, they are actively engaged in reviewing the presentation skills of their peers, focusing on those points that are most important for making a presentation successful. A valid concern of many teachers in allowing students to participate in the very important task of assessment is the reliability of their scores. This presentation will detail the findings of a one-year study of Japanese second-year university students assessing each other's presentations. The results focus on the reliability of students' assessments of their peers.

Introduction

Peer assessment is defined by Davies (2006) as a process that involves students grading and/or giving feedback on their peers' work, and being judged for the quality of the appraisals they made. While I have had some experiences having students observe each others performances and provide feedback based on their observations, this would mark the first time that I would have students be responsible for assigning actual scores for other students' performances, scores that would go towards their final course grade.

This paper will explain as concisely as possible my initial efforts to implement peer assessment. It should be noted that this was done prior to any substantial research being conducted, and with only some informal consultation with the other teachers overseeing similar classes. Then, I will detail some of the major findings of my research. Initially, I will detail the potential benefits of peer assessment and ways it might prove useful in the language classroom. Following this, I will detail the problems that other researchers have found implementing peer assessment in their classrooms. Finally, I will offer up some ideas of how my initial attempts could be improved upon in the future as well as areas for future study and/or analysis.

Procedure

The class, comprised of second year university English majors, focuses on oral discussion and presentation skills. It is in the department of practical English, and meets twice a week for a total of 32 90-minute classes a semester. It is a mandatory class taught by four different teachers, and as such is subject to some amount of standardization. It was explained to me that while I would be granted some measure of latitude, it was strongly desired that peer assessment be included in the mix.

While this class focuses on both discussion and presentation skills peer assessment was utilized exclusively in the presentation skills component. The students were required to perform three presentations on an assigned topic per semester, for a total of six presentations over the course of the academic year. Each presentation accounted for 15% towards each semester's final grade. For each presentation, the cumulative score from their peers would amount to 30% of the final score for the presentation, with the remaining 70% coming from the teacher. The students were required to speak for approximately 3 to 5 minutes.

Initially, the students were introduced to the basic organization of a presentation which followed a structure that included an introduction, a body and a conclusion. Following this, they viewed a supplementary video containing two sample presentations with the first being an example of a well done presentation, and the second a poorly conducted presentation (see details in Harrington & LeBeau, 2009). After viewing the sample presentations, the students worked in small groups comparing the two videos with a focus on identifying what factors contributed to the first presentation being more successful than the second. From this the students came up with a core set of five basic presentation skills as follows; (1) posture, (2) eye contact, (3) voice, (4) gestures, and (5) easy to understand. These would form the basis for assessment.

Finally, over the course of three 90-minute lessons, the students received a series of instructional inputs where both good and poor examples of each presentation skill item to be assessed were introduced. This was followed by the students undergoing practical training with each skill through structured pair work activities.

Limited rater training was conducted before every set of presentations, with the teacher explaining what constituted a poor, fair or an excellent score. It should be noted at this time, that the primary goal of peer assessment in this class was to assist in the identification of strengths and weaknesses in the hopes this knowledge would help the students improve on their performance.

The students were randomly divided up into small groups of 5-6, and took turns presenting in front of their peers. The items to be assessed were listed, and scoring was done with a 10-point Likert scale, with 1 being the lowest score and 10 being the highest. The presentations were conducted in sets of three, and while they were underway, the teacher would continually rotate among them taking extensive notes and assigning a grade based on a holistic interpretation of each performance.

Potential Benefits

Perhaps the biggest benefit of peer assessment for students is its potential for positive 'washback'. Hughes (2003) defines washback as the effects of testing on teaching and learning (p. 1), and as suggested, it can be either harmful or beneficial.

Negative washback can occur when the role of tests and assessment is principally to measure the outcomes of learning (often through formal externally-derived tests and examinations) in order to maintain standards or to compare student populations or educational institutions. Used in this way, tests can be seen as a means of monitoring and controlling teaching and learning. In such instances, there can be strong motivation for the teacher to conform their classroom instruction to match what will be tested, all too often at odds with the real language needs of the students.

While no-one would deny that outcomes are of a major importance in language programs, many language testers would argue that to focus only on the products of learning as measured by final tests is to downplay the important role that assessment can play in providing feedback to learners. Receiving a final score at the end of a course of instruction in the form of a simple letter or numerical grade does not provide the necessary information students require to make informed decisions that will influence their future learning strategies.

According to Brown & Hudson (1998), positive washback can occur when the tests measure the same types of materials and skills that are described in the objectives of the class and taught in the courses (p. 668). They argue that tests and other assessment procedures, in addition to measuring learning outcomes, can be integrated into the instructional process to provide diagnostic information that can be used to improve teaching and learning. Shohamy (1992) expands on this point by explaining that connecting testing with learning in the classroom makes assessment a vital part of the instructional process. Assessment is continuous, formative, and diagnostic, and leads to repair and improvement for both students and teachers (p. 15).

Clearly feedback is important in diagnostic and achievement testing; particularly in objectives based testing (Brown, 1990, 1996). Students can understand not only how they did on a particular test in general, but how they did on different aspects of the test.

Potential Problems

My initial hesitation with instituting peer assessment in my own classroom stemmed from a reticence to allow students a say in the most sacred of teacher tasks: assigning grades. Put simply, I did not think they were all capable of handling this responsibility. I am not alone in having such feelings. In his research on peer assessment, Saito (2003) found that many instructors in EFL/ESL classrooms hesitate to employ peer assessment because they believe student ratings will be unreliable.

Unreliability as it relates to testing can be described as the notion that equivalent test performances are accorded significantly different scores. For example, the same presentation may be given a very different score by different markers (or even the same marker on different occasions). It is perhaps worth making explicit something about the relationship between scorer reliability and test reliability. If the scoring of a test is not reliable, then the test results cannot be reliable either (Hughes, 2003: 43). When we give a test to someone it is ideal that their results will be similar if the test is re-administered on a different occasion.

There are ways in which we can measure the reliability of assessments. In the case of subjectively-rated tasks, such as samples of speaking or writing which are judged according to a rating scale, determining reliability usually takes the form of calculating an inter-rater reliability (IRR) coefficient which indicates the extent to which raters agree on a given individual's performance.

Hughes (2003) explains that when scoring requires no judgment, and could in principle or in practice be carried out by a computer, the test is said to be objective. In such cases, like a multiple choice test, the scorer reliability coefficient would be 1. But when a degree of judgment is called for on the part of the scorer, as in the scoring of performance in an interview, perfect consistency is not to be expected. Such subjective tests will have inter-rater reliability coefficients of less than 1 (p. 43).

While the perfect reliability of objective tests is not obtainable in subjective tests, there are ways of making it sufficiently high for the results to be valuable. It is possible, for instance, to obtain scorer reliability coefficients of over 0.9 for the scoring of compositions.

While there is no generally agreed on measure of significance, Landis and Koch (1977) provide the following table as a useful guideline for interpreting κ values.

κ	Interpretation
< 0	Poor agreement
0.01 – 0.20	Slight agreement
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Substantial agreement
0.81 – 1.00	Almost perfect agreement

Analysis and Reflections

The inter-rater reliability coefficient was calculated for the student assessed scores of all six groups of presentations. The Online Kappa Calculator (2008) was used to calculate *kappa* – a chance-adjusted measure of agreement – for any number of cases, categories, or raters. This calculates the degree of agreement in classification over that which would be expected by chance and is scored as a number between 0 and 1. The kappa values for the 6 groups of presentations are as follows:

Presentation #	(IRR) Kappa
1	0.28
2	0.33
3	0.28
4	0.42
5	0.27
6	0.31

According to Landis and Koch's guidelines, all the sets of presentations except for presentation 4 would be considered to have only fair agreement. This would suggest that the raters are not sufficiently agreeing on how to interpret the assessment scales. This would lead to the conclusion that additional rater training is needed for the students to be more reliable. It also shows that at least in the confines of this brief study, that repeated exposure to peer assessment coupled with the continued but minimal rater training had a limited effect on improving inter-rater reliability.

An additional factor that might be adversely affecting the inter-rater reliability coefficients in this study is the number of items on the rating scale. Unlike a more traditional 5-point scale, this study utilized a scale from 1 to 10. It stands to reason that allowing the students a greater range of options in rating performances would in turn lead to less agreement among them.

Attempts at improving rater-reliability through rater training have come up with some promising results. One study by Saito (2008) concluded that rater training improved inter-rater reliability by reducing the possibility of a misfit in the data. That is, after rater training it was less likely for one student to have a very different score from the rest of his or her peers (p. 574).

As noted earlier, the goal of rating peers on a number of distinct criteria is twofold. First, it draws explicit attention to the skills that the course content considers important. Second, it allows the students being assessed to know where they need to make improvements in the future. In regards to the latter, however, this can only be done if the information they receive through the assessment scores from their peers demonstrate their strong and weak points in a consistent manner. To this end, more substantial rater training would surely be advisable. As well, it must be considered if limiting the number of options on the assessment scale would improve inter-rater reliability.

Finally, while this first attempt at implementing peer assessment uncovered some areas where improvement is needed, it also highlighted some important benefits. Peer assessment provides a useful, engaging activity to undertake while the other students are presenting. Otherwise, they might be totally disengaged while student after student stands in front of them and presents on similar topics. Focusing on the explicit points being assessed underscores the importance of these skills for a successful presentation. As well, getting multiple sources of feedback on their presentations has the potential to provide the students with a better understanding of how they could improve going forward.

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CULTIVATING PRE-SERVICE TEACHERS' CLASSROOM MANAGEMENT SKILLS THROUGH TEACHING PRACTICUM: A REFLECTIVE PRACTICE

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Abstract: Classroom management is believed to be “The key to the whole success of a course” (Scrivener, 2005: 79). Conversely, many student-teachers and beginning teachers have found it very worrisome especially in their first-years teaching (Arends, 2012, and Goh and Matthews, 2011). It is, therefore, necessary to advance their professional practice in the context of a real classroom such as through teaching practicum and reflective practice. This paper is aimed at identifying the student-teachers' classroom management problems as revealed in their reflective journal entries and to illustrate how such journal can help them develop their classroom management skills. The participants were 10 student-teachers of the English Department, Satya Wacana Christian University, Salatiga, who underwent their teaching practicum at SMP 2 Salatiga. Through the participants' journals, it was found that the problems lie in managing *critical moments* (38,3%), *activity* (29,7%), *techniques* (14,9%), *grouping and seating* (8,5%), *authority* (8,5%), *tools* (8,5%), and *working with people* (4,25%). Further in this paper, both pre- and in-service tertiary teachers, curriculum designers, and policy makers will be taken to deeply examine how reflective practice can help cultivate the pre-service's classroom management skills and to consider the implication for pedagogical practices and innovations in curriculum development.

Keywords: *Classroom management, Reflective journal, and pre-service teacher.*

Complexities in establishing and managing classroom have been reported by many pre-service student-teachers to be the most difficult and worrisome aspect of their first-years teaching Arends (2012); Goh and Matthews (2011); and Monroe, Blackwell, and Pepper (2010). Therefore, helping them improve their skills in managing classroom is crucial since this matter plays significant roles in the teaching and learning process. As argued by Scrivener, classroom management is “The key to the whole success of a course” (2005: 79). Furthermore, it is a pivotal aspect in teaching for achieving an effective instruction (Kagan, 1992, cited by Sakui: 2007).

Areas of Classroom Management

Scrivener (2005) classified teacher's classroom management into six areas: grouping and seating; managing activities and giving instructions (e.g. preparing and sequencing activities, setting up activities, monitoring activities, timing activities, until bringing activities to an end), managing authority; managing critical moments; managing tools or variety of teaching aids and techniques (e.g. the use of gestures, language, silence) and working with people (e.g. eliciting ideas from students, spreading attention appropriately).

Teaching Practicum

Teaching practicum, often used interchangeably with teaching practice, is aimed at providing opportunities to the trainee [in this case the pre-service teacher] to build up and to advance her/his professional practice in the context of a real classroom, usually under some kinds of guidance or supervision (Wallace, 1991). More clearly, Kennedy (1996) explains that the opportunities allow such pre-service teachers to experience and 'experiment' their knowledge and skills in a real world of teaching and learning (as cited by Goh and Matthews, 2011).

Reflective Practice through Reflective Journal

In teaching and learning context, reflective practice basically encourages us to step back certain situation in our teaching and then plan what to do next (Wolf & Siu-Runyan, 1996). This is what Dewey called as reviewing and thinking about our own thoughts and actions. It is a conscious self-examination that evaluates events that have occurred and gives meaning to feelings, thoughts and actions by questioning motives (as cited by Goh and Matthews, 2011).

To accommodate such reflective thinking above, reflective journal has been widely promoted to use since it can “record student-teachers' thinking through narration and so by writing about experiences, actions and events, they will reflect on and learn from those episodes” (Looughan, 1996: 8). Additionally, it enables them to reflect on socialization and professional growth issues that they would not normally be aware of (Hall and Bowman, 1989). Looking at the great opportunity of using reflective journal to build up student-teacher's

classroom management skill, I am interested to find out what the student-teachers' classroom management problems are revealed in the pre-service teachers' reflective journal entries during their teaching practicum and how such reflective journal practice can help build their classroom management skills (as cited by Goh and Matthews, 2011).

Research Method

The subjects in this study were ten (10) student-teachers enrolled in the final year of their bachelor degree program at the faculty of English Language and Literature, majoring in English Language Teaching, at Satya Wacana Christian University, Salatiga, Indonesia. The research was conducted at SMPN 2 (State Junior High School 2), Salatiga, Indonesia, where the subjects did their teaching practicum for three months and underwent a six-time-teaching for grade seven, eight, and nine spread over the three-month period. The research instrument used was the student-teachers' journal. Throughout their teaching practicum, they were required to write a narrative journal every time they finish teaching. Therefore, there were sixty (60) journal entries to be analyzed.

The data were collected through the following steps. First, the subjects were required to write a journal and to submit it soon after they finished teaching. Secondly, after all journals were collected, the data were analyzed. It was done by scrutinizing problems related to classroom management appeared in the journal and then classifying them into the areas of classroom management. The third step is analyzing student-teachers' reflection to see how they dealt with their classroom management problems and to see how their reflection could help them improve their classroom management skills.

Finding and Discussion

This section discusses the finding of the research questions. The first one is what the student-teachers' classroom management problems are revealed in their reflective journal entries? and the second one is how can reflective journal practice help build their classroom management skills.

What the student-teachers' classroom management problems are revealed in their reflective journal entries?

The finding reveals that problems in managing classroom based on the order of occurrence is managing *critical moments* (38,3%), *activity* (29,7%), *techniques* (14,9%), *grouping and seating* (8,5%), *authority* (8,5%), *tools* (8,5%), and *working with people* (4,25%).

How can reflective journals help the students-teacher' improve their classroom management skills?

The second objective of this paper is to see how reflective journals can help the pre-service teachers reflect on their problems in managing classroom and improve their classroom management skills. The illustration of such reflective practice can be seen below but for the sake of efficiency, only the top three of the findings will be discussed.

The student-teachers' problems in managing critical moments

As revealed in the participants' journals, one of the problems in this area is handling student's noise. As seen below, Student 2, for example, looked back her teaching and recalled on how the students were boisterous when she explained the rule of the game. It happened again in the next teaching even though she had given engaging materials.

I found out that the class is noisy, some students kept busy with their own business even though I had attractive materials for them. I didn't remember how many times I reminded certain students to pay attention and listen to their friends' performance, but those certain students kept busy until the class almost over (participant 2, journal entry 3).

In respond to the problems, the participant told them to be silent. This effort seemed to be done many times but failed. Probably because she found it unsuccessful, again, she tried out another way:

.... Looking at how I have managed the classroom, I learn about to be patient and calm to deal with various kinds of students. Specifically, I have understood what I should do in dealing with passive and active students and noisy classroom as well. Besides, personally it gives me maturity to detain my temper in dealing the annoying and noisy students (student 2, journal entry 6).

What to be interesting in this finding is how the participants' techniques to stop disruptive behavior come close to Scrivener's suggestions. For example, clearly state an order to stop, wait for the students to do what we have asked, not immediately respond it with louder response, and finally repeat the original order as calmly as the initial order (2005). In conclusion, this reflection illustrates how the participant finally realized that being patient and calm worked better than aggressive shouting. She also realized that choosing this strategy leads her into improvement.

The student-teachers' problems in managing activities

One of the frequent problems in managing classroom activities found in the journals is developing classroom activities into fun and enjoyable activities. Below are the reflections of student 4 toward the problem:

I found a little confusion to arrange the lesson plan, to make a cool and interesting or fun activities or ways to explain simple present tense... (student 4, journal entry 1).

Starting from preparing lesson plan, for example, participant 4 felt perplexed in designing fun activities. As a reaction of the problems above, she did series of effort to design fun classroom activities and kept reflecting on them as illustrated in her journal entry 2 until 5 below:

When teaching *descriptive text*, firstly she tried to grab her students' attention by discussing an Indonesian famous comedian, Sule. In her opinion, it worked but less engaging since she did not use pictures for visualizing the figure. Therefore, in her next teaching, she came up with the picture of someone that the students know well. For this technique, she found it much more attractive. The second effort to create fun learning and teaching is by making use of power point. She reflected that this is helpful for the teaching and learning process although the picture and animation in the power point could distract the students' attention. More to that, as her last effort, she provided a video about like and dislike in English. Her reflection showed that she learned good things from using video such as promoting fun learning and enhancing students' participation and speaking skill. In short, this participant examined her teaching problem in creating fun classroom activities and tired out some ways to make her classroom enjoyable. From all options that she has tried, she learns that pictures, power point, video and things closely related to them can be used to create fun learning activities. In this way, we can see there is an improvement in the way she manages classroom activities.

The student-teachers' problems in managing teaching techniques

The common classroom management problems in teaching techniques are dealing with the language use and speech rate. Below is the illustration of problems in managing speech rate.

Another thing I need to improve is on the way I communicate because I think sometimes I speak too fast so that the students maybe do not really understand with my explanation (Student 5, journal entry 1).

The student-teacher 5 realized that he had a tendency to speak fast. More to that, he got realized that his fast rate of speech made his students not understand his explanation. Such reflection is quite realistic. As evidenced by the research on a group of EFL learners in Indonesia about Teacher talk, teacher's rapid explanation can make students confused and difficult to internalize the teacher input (Ragawanti: 2007)

In response to this shortcoming, he did try to improve it but seemed not too easy. In journal entry 4 below, he examined his good progress on this but still his mentor teacher found him sometimes too fast in explaining. However, tried again until in the end of his teaching practicum, he found himself well improved:

However, there is still some basic problems that I need to pay attention on, such as, the communication skills, ...still, I need to improve on the way I communicate because I think I still speak too fast so that the students maybe do not really understand with my explanation (Student 5, journal entry 4).

Besides, I also felt that I could communicate and interact with the class better..... (Student 5, journal entry 5).

Conclusion and Suggestion

The finding and discussion above obviously demonstrate that managing classroom can put the student-teachers into difficulty in handling students' disruptive behaviors, classroom activities, teaching techniques, tools. As the implication for pedagogical practices, the teachers and/or syllabus designers need to give more knowledge and practices in classroom management, or classroom management course. The other point revealed from the finding is the effectiveness of reflective journal practice in helping the student-teachers examine the episodes of their teaching, find the pattern of the problems, and decide what to do to cope with the problems. By so doing the student-teachers' skills in managing classroom get improved. The proposition for pedagogical practices is for teachers and/or syllabus designers to put emphasis on reflective practice in as many courses as possible. Accordingly, many more aspects or problems in teaching and learning can be found or improved.

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TEACHING ENGLISH TO LARGE MULTILEVEL CLASSES MAJORING IN MATH, BIOLOGY AND CHEMISTRY BY USING 'BURST THE BALLOON' AND 'TALKING CHIPS' TECHNIQUES

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Abstract: English for Math, Biology, and Chemistry Departments is meant as ESP which more or less trains the students to be able to master the four language skills in the academic context such as expressing opinions, delivering a presentation, having a group discussion, etc. One of the skills, the speaking one, is quite difficult to do in the situation where the number of the students is more than one hundred in every session. Based on the teacher's preliminary observation from a presentation conducted during a session, the students of Math, Biology and Chemistry Departments are basically able to use English although their levels of proficiency are various. By adopting 'Burst the Balloon' technique suggested by Natalie Hess (2010) in dealing with large multilevel classes and 'Talking Chips' technique, the students can be stimulated to do an active speaking activity during the session. The significance of the activities is giving opportunities for each student to practice speaking English in a conducive and enjoyable circumstances. The success or failures of the techniques are assessed in terms of teacher's observation and students' opinion from the questionnaire.

Keywords: *burst the balloon, talking chips, speaking*

Three departments –majoring Math, Biology, and Chemistry– in the Faculty of Teacher Training and Education usually require English as a compulsory subject. English for Math, Biology, and Chemistry Departments is meant as English for Specific Purposes (ESP) which more or less trains the students to be able to master the four language skills in the academic context such as expressing opinions, delivering a presentation, having a group discussion, etc. One of the skills, speaking, is quite difficult to do in the situation where the number of the students is more than one hundred in every session. Based on the teacher's preliminary observation from a presentation conducted during a session, the students of Math, Biology and Chemistry Departments are basically able to 'use' English although their levels of proficiency are various.

Being able to speak in English is not an easy task; however, facilitating and stimulating the non-English Departments students to use English orally is a lot more difficult. Therefore it is the task of the teacher to be able to trigger their students to speak in English. Teacher's choices of approach, method and techniques in the teaching and learning process might be determined by the experiences of the teacher. However, the choices might apply either one or some of the twelve principles of language learning and teaching by Brown (2007:63-81). Those principles are categorized into cognitive, socio-affective, and linguistics principles. Six of the twelve principles is under the cognitive one; the rest six principles are three for socio-affective and three for linguistics principles.

The first six principles which belong to cognitive one are automaticity, meaningful learning, the anticipation of reward, intrinsic motivation, strategic investment, and autonomy. Automaticity means that the fluent use of the target language is automatic. Meaningful learning is defined as the process of making meaningful connection between existing knowledge/experience and new material that will bring long-term learning rather than the rote one. The anticipation of reward means that teacher anticipates to give some sort of reward. Intrinsic motivation is the students' motivation which should be maintained by the teacher through the classroom's atmosphere. Strategic investment is that teacher is showing a wide variety of styles and strategies in the teaching and learning process. Autonomy is meant as teacher's effort in providing opportunities for the students to take initiatives inside and beyond the classroom.

Socio-affective principles covers language ego, willingness to communicate and language-culture connection. Language ego is owned by all language learners, and teacher should give help for the students to handle confusion between 'old' and 'new' languages. Willingness to communicate is encouraged by the teacher in order that the students are willing to initiate communication. Language-culture connection is when the teacher involves complex system of cultural customs, values, and ways of thinking, and acting in the teaching and learning process of the target language.

The three principles –the native language effect, interlanguage, and communicative competence– are the linguistics principles. The native language effect is meant as the teacher's understanding of the students' native language system which might facilitate and/or interfere the target language learning. Interlanguage is a

situation when the teacher regards errors due to interlanguage as ways to provide appropriate feedback. Communicative competence means that instruction is needed to facilitate the components of communicative competence.

Based on those twelve principles, the application of both techniques ‘burst the balloon’ and ‘talking chips’ are evaluated after they are implemented in English class of students majoring in Math, Biology and Chemistry. Widiati&Nurhayati (2011) stated that those principles form basic, fundamental building blocks for teaching, to be used to evaluate everything from the general approaches to the details of minute-by-minute teacher and student behaviors in the classroom. By adopting ‘Burst the Balloon’ technique suggested by Natalie Hess (2010) in dealing with large multilevel classes and ‘Talking Chips’ technique, the students can be stimulated to do an active speaking activity during the session.

The purpose of the study is activities is giving opportunities for each student to practice speaking English in a conducive and enjoyable circumstances. The success or failures of the techniques are assessed in terms of teacher’s observation and students’ opinion from the questionnaire.

Methods

This study is a self-report research. The instruments of the study are observation sheet and questionnaire. The first type of instruments covered the observations by the researcher and two observers; moreover, the participants are to fill out the questionnaire. Two English sessions applied the two techniques; the first one is session for Burst the Balloon activity and two weeks after that Talking Chips was implemented in the class. There were 237 and 280 students involved in the first and second sessions—May 8th and May 21st 2014—when the two techniques were conducted in the teaching and learning process.

After some adaptations, Burst the Balloon activity by Natalie Hess requires some steps. Firstly, before the sessions, the teacher should prepare pieces of paper shaped like a balloon. For this study 50 pieces of colorful balloon-shaped paper were prepared due to the number of the students. In the classroom, it started by calling 50 students to help attaching the balloon paper on the wall around the classroom. Next, all students were asked to prepare pieces of paper (3 x 3 cm). Each student must have 6 pieces. Then, they should write down letter Y and N on the paper. Three pieces for Y and three pieces for N. After that, the students go around the class and read the statements on the balloon paper. If they agree or disagree, they should attach the Y or N paper around the balloon paper. All students must spend their Y and N paper. While mingling with their friends, they may talk or argue the opinion in English. After all students have spent their Y and N paper, each of them must stand next to a balloon paper form groups. Then, students work in groups discussing why the majority of the answers is a YES or a NO. In plenary, each group must present their arguments after a few minutes.

The procedure of Talking Chip activity was adapted from Kagan through the website http://www.kaganonline.com/free_articles/dr_spencer_kagan/281/Kagan-Structures-A-Miracle-of-Active-Engagement,3. The activity simply started by making sure that each student receives two “talking chips.” The chips are made from colorful paper which are shaped circular, square, rectangular, hearted, etc. Smiley or emoticon should be drawn by the owner of the chip to make it more interesting. Then, the students were given an open-ended discussion topic related to *Character Education*. In order to speak, a teammate must place his or her chip in the center of the team table. Teammates cannot interrupt and must practice respectful listening. When he or she has finished, another student places his or her chip in the center of the team table and is free to add to the discussion. When a student uses his or her “talking chip”, he or she cannot speak until all teammates have added to the discussion and placed their chip in the center of the table. When everyone has had a chance to speak, each student collects her or his chips and continues with the discussion, using “talking chips” or start again with a new topic. The general discussion was done in the post activity.

Findings

The comments from the students were mostly constructive although there are some of which are unresponsive. The students comments to describe the teaching and learning process by using ‘Burst the Balloon’ and ‘Talking Chips’ techniques can be seen in the Appendix. Drawn from the comments, it might be seen that almost all of the students consider that the lesson on both days was fun. There are 323 positive individual comments about the lesson made by 237 students who were present on the day when Burst the Balloon was conducted. Most of the comments from the groups which give comment on the lesson by Talking Chips. Based on the two observers’ comment and the researcher’s reflection, there are more good things happened on the days of both techniques were implemented.

Discussion

Automaticity

Both techniques, however, obliged the students to be active and think fast. Each of them has to participate expressing his/her ideas orally in the group in order that the discussion, interaction and idea sharing

ran smoothly. Most importantly, they could freely state their opinion without being worried that the teacher will correct or give punishment on all the mistakes they make because the teacher was not always around them. This type of 'freedom' might lead to the students to use English automatically although it is not 'perfect' English.

Meaningful Learning

Ten students stated that they learn something while playing during Burst the Balloon, and one person agreed that the technique of Talking Chip is attractive enough as a study strategy and game for playing. Since the students consider that they feel like they were playing, it means that they will remember the memorable things during the implementation of the techniques. In other words, the learning might be meaningful if the students keep the memory on what they have learnt, and in the future they might apply what they have known or practiced.

The Anticipation of Reward

Reward or reinforcement is necessary to motivate the students. The extra score given during Burst the Balloon activity is actually meant to encourage the students to be active and able to speak in front of the floor. Nevertheless, due to the excessive number of the students, the number of participation is not equal and fairly distributed. The teacher should have anticipated the most possible trick of giving the reward which was not well-managed during the sessions because some students consider that the way the reward was given is unfair and, in another occasion, the idea was not a speaker's ideas but his/her friend's. There was not reward anticipation in the Talking Chips activity.

Intrinsic Motivation

In term of motivation, both activities has been successful increasing almost all of the students' motivation. The students admitted that the activities were fun, interesting, good, enjoyable, relaxing, amazing, wonderful, cool, unforgettable, creative, awesome, inspiring, fantastic, unpredictable, useful, beneficial, and effective; did not bore them; made them feel happy and excited; and made the materials easy to understand. The activities also made the lecture on both days less tense, so the techniques lessened the students' nervousness. Some unsupportive comments are only saying that the activities were tiring and they also make the classroom noisy because there were too many people that caused the room became hot and crowded. Therefore, those conditions tend to turn the lesson into ineffective and lower the students' motivation.

Strategic Investment

The two strategies applied in the teaching and learning process brought about various opinion of the students, observers and the teacher herself. The reflection that can be made is that both techniques are different sets of English learning activities which are innovative and creative. Through the use of the good strategies, the new knowledge of materials can easily be understood by the students because it facilitates students with various learning styles with activities that require reading, listening and moving around. In addition, the material or the topics are authentic, important and beneficial because they happen in life. Most importantly both strategies activated students' speaking skills.

The unsupportive opinion is probably related to the instruction of steps in implementing the techniques. Since there are some steps to follow, instructing each step needs an effort because there are a lot of individuals to be made understood of what they are supposed to do. Some students did not really get the instruction, and they just followed their friends. Thus, it must be noted down that instruction is quite requiring a careful attention in employing both techniques. Extremely, some students stated that both are not great methods with a lot of people or in other word they not effective, inefficient and time costly. Other concluded that it is not suitable for college students. Hence, it is important to believe that there must be weaknesses among strengths.

Autonomy

Both techniques exposes students to autonomy learning which stresses on the team work during the classroom. The students might be required and may realize to be good listeners and give their opinion on their own orally whether when they mingled or when they were seated with their group. Teacher's control is very limited especially for this 'very big' class. They must be able stand on their own in making sure that they follow the procedure instructed. Beyond the classroom work is summarizing and concluding their opinion.

Language Ego

This principle was at the minimum level when the activities were carried out. Almost all of the students are passionate enough to use English since it is for them to practice and the circumstances were supporting and obliged them to do so. The confusion occurred only when they do not know the English words for certain terms. Assistance came from the teacher and friends.

Willingness to Communicate

In terms of situation, it really conditioned the students to speak up because the techniques are fun and challenging. It might be stimulating to talk with acquaintances whom they met for the first time because they were randomly grouped between three departments. Moreover, they wanted to give a 'nice-first' impression to those new buddies. Besides meeting persons whom they have not known before, it might be possible that they met old high-school friends who are probably studying the same or different major. Sometimes although the students are from similar department, they might not know their friends because their classes are separated, Class A and B. The willingness to communicate was high during Burst the Balloon session actually geared the students to speak in plenary although it is triggered by the reinforcement of getting an extra score. However, the positive effect is that everybody, even though it is mostly dominated by fluent students, is willing to talk in front of the floor.

Language-Culture Connection

Working individually and a boring English lesson had been in the students' mind because the teacher rarely activate their cooperative skills in doing the tasks in the classroom. The use of both techniques might a bit change the mindset about it. Therefore, the culture of solitude learning might be substituted by cooperative learning. It is also implicitly taught that teachers can be explorative in applying various techniques to produce an effective teaching and learning.

The Native Language Effect

Based on the researchers' observation from both techniques, native language of the students played a role. However, the use of Banjarese –most of the students' native tongue– has been heard during Burst the Balloon activity when the students moved around, discussing one to another topics / questions. During the second activity, Talking Chips, it is heard but less frequent because the activity focused on the use of English within the small group.

Interlanguage

The appropriate feedback given by the teacher in term of interlanguage was only when the students mispronounced some words during the plenary. The mispronunciation tends to be the influence of the mother tongue.

Communicative Competence

The lesson taught the students on how to give and respond to opinion. During the teaching and learning process, the teacher has explained the appropriate forms to use to cover the grammatical and sociolinguistic competence of the English language on that topics. The appropriate communication strategies is also given for example the use fillers (ie. ehm, okay, yeah, etc.), while listening to other giving or responding an opinion. The students' comments which review and reflect the teaching and learning process confirmed that their communicative competence is facilitated through both activities.

Conclusions and Suggestions

The skill to give and respond to opinion is important for college students. Both techniques 'Burst the Balloon' and 'Talking Chips' are good because they made everyone tried to speak English and give their opinion in a relaxing situation. The lesson was great because the students are taught to listen and to concentrate in order to understand their friends speaking in English. It is useful because it can improve our English speaking skill especially in giving opinion. The students really expect that this innovative technique can be continuously used and elaborated

Some unfavorable comments were about the physical condition of the classroom. It was hot and crowded. In addition, the number of the students are disproportionate. It was more than 200 students. As a result, it must be concluded that it is not very appropriate number although the challenge in the beginning was to manage a 'big' classroom with communicative or speaking activities. In further research, the number of the students must really be a consideration.

Burst the Balloon and Talking Chips regulate discussion, ensuring that everyone participates and everyone contributes. Shy students, low achievers, and less-fluent students are encouraged by the social norms of the structure to fully participate and develop their language skills, too.

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ENGLISH CLASSROOM MANAGEMENT: A CASE STUDY OF ISLAMIC INTERNATIONAL PRIMARY SCHOOL

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Abstract: In primary school, English teaching is very important because it is the “golden age” of language acquisition. The study how English classroom management practice is also very important since in this classroom, this process is carried out. The aim of this research is to describe the application of English primary classroom management in Islamic International School in Surakarta. Classroom management in this school was studied through case study research strategy namely descriptive case study. The design of this research is holistic single-case study. The sources of the data of this research are documentation, archival records, interviews, and direct-observations. The data were analysed using pattern-matching strategy to generate the theory about application of classroom management. The application of classroom management is described into physical classroom management and teaching and learning process. This practice generated the quality of ELT described as positive teaching-learning environment, qualified teachers, and suitable teaching materials. These three conditions were obtained from effective execution of classroom management. This research will give the significant contribution in the development of classroom management theory and stimulate the idea of research on classroom management. Experience gotten from the field is the antecedent in order to be experiencing before implementing English primary classroom management for the practitioner or policy maker.

Keywords: *classroom management, English language teaching, school, classroom, quality, and case study*

Background of the Study

Learning English in Primary School (PS) is very important from the perspective of language acquisition. It is the “golden age”, the best period on second language acquisition based on Lenneberg’s (Krashen, 1981: 8) “Critical Period Hypothesis” (henceforth CPH). Lenneberg acknowledged as a “father” of CPH. Stated that golden age is limited by puberty or in the age around 12 (Krashen, 1981). The age 6-12 when the formatting process takes place is the age when children in Indonesia take their Primary School.

Considering the idea of “fossilization”, permanent incorporation of incorrect linguistic forms into a person's second language competence (Brown, 2000: 231), English Language Teaching (ELT) in PS should be the right foundation for the development of students’ English. Moreover, it should generate positive atmosphere of learning English to arouse students motivation.

Motivation is essential part in classroom management. It is what every teacher should build in their classroom. Jones and Jones (Coetzee, Van Niekerk, Wydeman, 2008: 102) quote several authors who state that lessons that engage and motivate students are a key aspect of effective classroom management. There must be still many other aspects that can be studied related to classroom management to build effective teaching.

To study English classroom management from the field, Islamic International School (IIS) was chosen as the setting. The international school impresses that this school has a global vision for the students. Global vision here is vision for preparing the students to face globalization. Students in this school are educated to be high quality human resources who have all the competences supporting it. One of the importance competency is mastering International Language i.e. English. The name of international school, at a glance, is like a promise guaranteeing international quality. Moreover, quantitatively this school was supported by eight hours a week of ELT distributed on four days. Commitment to have a concern in English is shown by this fact. In addition, the Islamic name stated explicitly also is also very interesting for this school case study.

Based on the background of the study, the problem of the study is formulated into question, “How is the application of English primary classroom management in IIS?” From that statement of the problem, the objective of the study is to know the application of English primary classroom management in IIS.

Theoretical Review

Wright (2006: 69) defines classroom management as a series of teacher activities to organize, direct, and control classroom life in order to meet instructional and curriculum goals.

Pretorius and Lemmer (Coetzee, et al., 2008: 24) state that classroom management is the process of working with and through individuals, groups and other resources, whether they be learners, educators, administrative staff, parents or other stakeholders, to accomplish general educational goals and specific learning outcomes.

Van Deventer and Kruger (Coetzee, et al., 2008: 24) define classroom management as planned,

organized activities and procedures which allow for effective teaching and learning taking place. It is characterized by well-planned and varied lessons, minimal disruptions and disciplinary problems, calm and efficient problem-solving, differentiated instructions for learners with different needs, established routines for specific behaviours, an atmosphere of respect, and consistency.

The most generally accepted point of view on the functions of a manager is that the manager decides what must be done and how it should be done, gives instructions that it should be done and determines whether it has been done. In managerial language this relates to the terms planning, organising, leadership, and control (Pretorius & Lemmer in Coetzee, et al., 2008: 24).

In teaching students in the primary classroom, teachers should set the priorities to help them to learn by:

- basing the teaching approaches on the natural capacities and instincts children bring to the classroom;
- developing a positive response to languages and to language learning (attitude goals) as well as to what they learn (content goals);
- making sure that teachers set up various forms of real language use as part of the process of learning, and not just as the intended product.

(Halliwell, 1992:73)

Research Methodology

English classroom management in IIS is studied in the frame of case study research. Looking at the demand of research questions and research objectives, this case study research is focused on qualitative research. Goldenberg (2004, 6) says that case study has been a tradition in studying management and education. Robert K. Yin defines (2003: 13) case study research as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. Yin (2003: 2) adds that case study research allows the researcher to retain the holistic and meaningful characteristics of real-life events in organizational and managerial processes. Using case study research, English classroom management was studied in the detailed description and analysis and in very contextual condition that are in IIS.

The type of case study used for this research is descriptive case study. This type of case study describes the natural phenomena which occur within the data that the goal of this research is to describe the data as they occur (Yin and McDonough in Zainal, 2007: 3). Holistic single-case study is the appropriate design for this research to examine the global nature (Yin, 2003: 43) of English classroom management applied in IIS.

In this research, the sources of the data are documentation, archival records, interviews and direct-observations. In the field, techniques the researcher used for establishing trustworthiness were prolonged engagement, persistent observation, triangulation, referential adequacy, member check reflexive journal, thick description, and audit trail.

Technique of analyzing the data in this research are developing a case description and pattern-matching. Developing a case description, the strategy chosen in this analysis, is to develop a descriptive framework for organising the case study (Yin, 2003: 114). This research developed a case description of ISS, i.e. English classroom management. In pattern matching, having rival explanation as 'patterns' is the first steps before carrying out the 'matching'. Matching here is analysing the data based on the pattern to explain the data from the field. If the data and the preceded theory do not match, the researcher searches other theories to explain the data to generate the theory about certain application of English classroom management.

Discussion of Research Findings

Four classes were observed during this research. Something unique from this school was the policy to separate girls and boys started from the fourth level. The English teacher of the fourth level said, "*Ini adalah salah satu cara untuk menanamkan adab-adab Islam kepada siswa. Sehingga saat mereka baligh, mereka sudah terbiasa dengan aturan yang memang dalam pergaulan laki-laki perempuan itu ada batas-batas syari'ah yang harus dipatuhi*". This teacher explained that it was a part of their effort to inculcate Islamic manners to their students. So that when they have been mature, they have been usual with Islamic rules dealing with women and men interaction.

Classroom management here limits its discussion in the classroom activities when English teaching ISS was in progress. Not only capturing how the process of English teaching was, this research was also capturing how the physical management of the classroom presented in the first part.

1. Physical Classroom Management

Interior of every classroom in ISS was made in colourful painting. It was good for learning because colour transmitted through the eye is argued to affect mood, mental clarity and energy levels (Higgins et al., 2005: 21). Camgöz et al. (Higgins et al., 2005: 21) suggest that bright colours on any colour background attract an individual's attention.

Applying thematic teaching, the decoration in every classroom in ISS tended to be the same in theme. Like when the English bulletin board of Khadijah binti Khuwailid talked about family, Social Science and Arabic applied the same theme. It helped to strengthen the students' framework thinking about the lesson they studied.

A class with some large windows was good for efficiency energy because the classes only needed the natural light. Moreover, the classes in ISS were day classes, not night classes. They only needed to turn on their fluorescent if the weather was very cloudy making the classes became darker. Barnitt (Higgins et al., 2005: 20) suggests that good lighting can only be achieved by a combination of direct and indirect lighting. For the researcher, curtain is enough to prevent glare. It is also cheaper than the solution before.

Every week, ISS changed the classroom layout, especially the seating arrangement. It was to avoid boring in the classroom. This seat changing is also positive in Erwin (2004:15) because the teacher can gain and keep the students' attention and get them into an optimal learning state.

2. Teaching and Learning Process

During the observation, it did not show any problem of communication between teacher and students. Teacher could give clear messages to their students during teaching. Since there was no barrier of effective communication mentioned Van Schalkwyk (Coetzee, et al., 2008: 88) found out during observation, i.e. filtering, selective perception, information overload, defensiveness, language abilities and poor listening skills, teacher-students communication in IIS can be concluded as effective communication.

Not only positive teacher and student relationship as a teacher and the student, this ISS was able to develop positive teacher and student relationship as a peer. It is like some of the techniques suggested by Hilsen in Van Deventer & Kruger (Coetzee, et al., 2008: 90) to create the social conditions for effective learning in the classroom in the discussion of Creating Positive Peer Relationships in Coetzee, et al. (2008: 90).

From the classes observed, it showed that the students of ISS have a high learning motivation. It could be seen the students enthusiasm to study in their classroom. They were very active in responding all the questions and challenges from the teachers. The teachers created a learning atmosphere in which students and teachers felt respected by and connected to each other. It was what Wlodkowski and Ginsberg (Jones and Jones in Coetzee, et al., 2008: 102) named 'establishing inclusion'. These experts named 'developing attitude' to what the teachers carried out in creating a learning atmosphere in which students would not be afraid to fail in their attempts at new learning experiences. They created challenging, thoughtful learning experiences that included student perspectives and values. The term for this effort is 'enhancing meaning'.

The concept of knowledge is not transferred from the teacher to the students and knowledge is *constructed* in the mind of the student or what is called by constructive learning (Coetzee, et al., 2008: 106) has been understood by the teachers in ISS. Like what was found out in the fourth, third, and first grade, the teachers encouraged students to be active in teaching and learning process. For example in teaching three syllables word in the fourth grade, the teacher didn't mention which one the one syllable, two syllables or three syllables words, but he lead the students to differentiate them through the pronunciation practiced by the students.

Seeing lesson planning of English teaching, it was found out that the teachers use vary methods in teaching. For example in teaching the fourth grade, the teacher started teaching using 'total physical response' to give the instruction and to the part of the body when practicing the new movement in Brain Gym that. The use of Brain Gym was also the way to promote 'communicative language teaching'. Then, the vocabulary in this activity then was used to teach word syllables.

Model of parents involvement in ISS based on classification is 'parent-teacher partnership'. Like Swap explanation, in this school, parents and teachers worked together to accomplish success for all the students. The assumption is that a common mission requires collaboration between parents and teachers. This is a true partnership based on authority shared among colleagues, so it is called 'collegiality' (Swap in Bauer & Shea in Coetzee, et al., 2008: 134).

Because the quality of classroom management in this discussion is seen from how the teachers controlled their students effectively in order to facilitate a positive teaching-learning environment, the existence of **positive teaching-learning environment** above indicates the high quality of classroom management in ISS.

English teachers in had practical knowledge of any teaching method and strategies found in their teaching planning documents and the execution in the classroom. They also had pedagogical knowledge dealing with how to treat children for teaching and learning activity. They had personal knowledge based on their experience making them confident to apply their way in teaching their class. They had contextual knowledge from the situational analysis had been carried out before. And of course, the English teacher here had knowledge about the material they taught (This knowledge will be explained more in the next section). It was found out from their teaching observed by the researcher and their English educational background. Last but not least, the English teachers in ISS evaluated not only their students learning but also their teaching. Not only through their own personal evaluation document they carried out evaluation and reflection, but also through the discussion in

English teachers routine meeting. It was because they had reflexive knowledge for their teaching. Having these qualifications, it can be said that the English teachers teaching in ISS were **qualified teachers**.

The English teachers had knowledge about the material they taught. It was found out from their teaching observed by the researcher and their English educational background. The question here, how was the understanding about the knowledge they had?

In giving the lesson, English teachers in ISS didn't always use textbook. Based on the guidance of their lesson mapping, the teachers searched authentic material like in the song taught in the third level or created the material by themselves like word syllables in the fourth level and number in the first level. During this study, the researcher didn't find the use of their textbook.

The choosing of **suitable teaching materials** in ISS was not only based on the level of students' language mastery but also based on the appropriateness to the Islamic culture of this school. They were not allowed to use the material contradicted the Islamic values. The last, materials they used must promote language learning activities especially for communicative teaching purposes.

Conclusion and Recommendations

From the discussion above, it can be concluded that there were three important components of quality teaching in SDII Al-Abidin, i.e. positive teaching-learning environment, qualified teachers, and suitable teaching materials. Facilitating a positive teaching-learning environment was created through physical classroom management. Colourful interior, decoration, lighting, varying seating arrangement, and chairs size, system were managed well to enhance teacher ability to teach and their students' ability to learn. Nonphysical factors were nonphysical environment that the teachers create for the students to facilitate a positive teaching-learning environment, i.e. how the teachers treated their students in the classroom and how they kept the partnership with parents.

For the future researchers, it is recommended to study not only English classroom management, but also the other aspects of ELT Management to capture the whole process supporting ELT.

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Biodata

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THE TRANSACTIONAL EXPRESSIONS OF THE TEACHERS AND THE STUDENTS IN TARGET LANGUAGE CLASS

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Abstract: The study focuses on investigating the teachers and the students' transactional expressions in terms of language functions, language forms, code switching, and non-verbal forms in implementing the teaching stages and the ways the teachers and the students reveal such expressions. The samples were three lecturers who are selected purposively and three classes of students which the three lecturers teach. The data were taken by employing direct observation with video tape recording and interview. To analyze the data, identification, classification, description, and interpretation were employed.

Keywords: *transactional expressions, teaching stages*

Introduction

Conducive learning environment in teaching English as a foreign language requires the English teachers to use clear, intelligible, and meaningful talks to organize the teaching-learning process. In EFL classroom at the university level, the lecturers present their teaching materials and manage the classroom condition by conveying various expressions in their talk to stimulate and direct the students to communicate about the subject matter and the classroom condition (Cullen, 1998). Specifically, the teachers deliver various meanings to run the teaching and learning process through teaching stages. The teaching stages are implemented by presenting and explaining new material, providing practice, and testing (Ur, 1996).

In executing the teaching stages, the various meanings are embedded in the messages and are presented based on the speech purpose of the teacher and the students. The kind of communication that constitutes meaningful messages is using transactional expressions (Brown & Yule, 1987). The way the teacher and the students carry transactional speech has to be mutual understanding. The transactional speech varies in the language use. To conduct the teaching and learning process through teaching stages, various language functions and forms are presented (Yanfen & Yuqin: 2010), code switching is used (Gumperz: 1982), and non-verbal forms (Pinter, 2006) are employed when communicating the meaningful messages.

Thus in this paper, the study will illustrate the use of language functions, language forms, code switching, and non-verbal forms which are used by the teachers and students in their transactional expressions to implement the teaching stages and b) the ways the teachers and the students express such expressions.

Review of Related Literature

In principle, humans use a language to describe their intention or meaning. Halliday (1990) highlights the two most fundamental types of speech role 'giving and demanding' in communicating meaningful messages as in the following figure:

Role in exchange	Commodity exchanged	Initiation	Expected response	Discretionary alternative
Give	Goods and services	Offer	Acceptance	Rejection
Demand		Command	Undertaking	Refusal
Give	Information	Statement	Acknowledgement	Contradiction
Demand		Question	Answer	Disclaimer

(Source: Halliday, 1990:69)

The two roles are applied in the teaching stages. Ur (1996:10) noted that there are three stages of teaching, namely: presentation, practice, and test (PPT). However, in the case of this study, the stage of test is not used by all the teachers in the implementation of teaching and learning process. Therefore, this study only executes the first two stages.

Implementing the teaching stages, the teacher talk is functioned. It is functioned as a discourse guide for the students (Mercer, 1995). To respond the teacher talk, the student talk is stimulated. The term 'student talk' refers to the students' various expressions in learning process. It ranges from the talk among the teacher and other peers in conducting learning activity and various interactions (Johnson, 1995). The talks between the teacher and the students have to be clear, specific, and meaningful. This kind of talks is, thus, transactional or of

which the language is message-oriented where teacher and students share clear and accurate information in their conversation (Brown & Yule, 1987).

Specifically, the transactional speech carries various linguistic forms. They range from language functions which are tasks or purposes for which language is used to communicate (Pozzi, 2004), language forms which are the tools for creating the organizational patterns of language used to communicate (Harmer, 2007), code-switching which is the shifting that occurs between two or more languages interchangeably within one conversation (Gumperz, 1982; Auer 1998), to non-verbal communication which requires sending messages through body signals, such as: proxemics, bodily movement and stance, facial expressions, and gestures without oral activity (Ehninger, 1978).

Research Methodology

This study is a descriptive qualitative research. It uses survey with content analysis to identify and describe the teachers and students' transactional expressions in executing the teaching stages and the ways the teacher and students reveal the transactional expressions. The data were collected using direct observation with video tape and recording and interview. Data of the transactional expressions were taken from three lecturers teaching in three different institutions in Makassar, namely: Makassar State University, YPUP, and Indonesian Moslem University and three classes which those three lecturers teach. In the analysis, data on the teachers and students' transactional expressions were identified, classified, described, and interpreted and data on the ways the teachers and students reveal the transactional expressions were described and interpreted.

Findings and Discussions

Executing the teaching stages, the teachers and the students reveal some forms of transactional expressions and various ways of revealing the expressions. Jeffrey (2002) noted that the teachers and the students set the context in terms of executing the teaching stages to reveal particular expressions. In the study, it was found that the teachers reveal 18 language functions to present the material and 5 language functions to provide practices. The use of language functions and ways of revealing them are as follows:

- 1) when directing, the teachers showed the students the steps to do the activity.
- 2) when informing, they told their students what they are going to do.
- 3) when giving examples, they mentioned the answers.
- 4) when reminding, they emphasized the students what they have done with the activity.
- 5) when explaining, introducing, and mentioning, they gave examples.
- 6) when emphasizing, they highlighted their explanation.
- 7) when asking questions, they expressed brief information.
- 8) when giving time, they announced the time.
- 9) when requesting and instructing, they directed the students.
- 10) when correcting, they mentioned the correct answer.
- 11) when commanding, they requested and informed the students.
- 12) when complimenting, they acknowledged the students' effort and thanked them.
- 13) when brainstorming, they described the attributes.
- 14) when encouraging, they stimulated the students.
- 15) when continuing, they moved to another point of lesson.
- 16) when repeating, they gave corrections.
- 17) By checking, they asked questions.

To construct the language function, the teachers formed simple, compound, and complex sentences. The use of language forms in terms of the three types of sentences which construct the teachers' meanings in the language functions is the tool to stimulate the students to speak as well as to communicate meaningful utterances. For the code switching forms, the teachers used inter-sentential switching when emphasizing, advising, encouraging, requesting, and confirming. They used intra-sentential switching when commanding and directing. They used tag-switching codes when asking questions. The code switching supports the deliberation of the fullest meanings of the messages in the conversation (Malik, 1994). Most of the time, the EFL teachers as well as the students function the code switching to make the communication process smoother. Smoother communication process means every meaning that is transmitted is all clear and meaningful. For their emphatic meanings, the teachers mostly employ their gestures using their hand movements.

As for the students, they reveal 5 various language functions when responding to their teachers' presentation and practice facility, such as: rehearsing by repeating the teacher's expression, mentioning by rehearsing, answering by using short response, giving an example by mentioning, and repeating by mentioning. The students used words and simple sentences to construct their expressions. In most of the time, they did not

use any type of code switching to strengthen their meanings. However, they harnessed head movement to emphasize their meanings in their message delivery.

The use of variety of linguistic units becomes a meaningful content that fills the conversation between the teacher and the students (Sinclair and Brazil, 1985). Meaningful messages that are promoted in the use of transactional expressions are delivered properly with the two main roles of speaking: giving and demanding. In this study, the roles of giving and demanding are executed as expected. The teachers and the students who give and demand information, both state and ask the properly expected or discretionary responses based on their speaking purpose.

Conclusion

To sum up, the study has shown the transactional expressions used by the teachers and the students are varied into the use of various language functions, sentence structures, types of code switching, and physical movements to reveal the fullest meaning in the conversation. Thus, it is suggested that the EFL teachers promote and sharpen the use of various linguistic forms in their transactional speech with the students through the implementation of teaching stages.

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A STUDY OF FOREIGN LANGUAGE ANXIETY OF ESSED STUDENTS AT INFORMATICS AND COMPUTER SCIENCE DEPARTMENT

Fatimah, Agus Gozali

Abstract: Since English functions as a foreign language, exposures to English in communication are limited. Indonesian learners often feel hesitate to participate in classroom activities in English subject. Lecturers teaching English for ESSED students often say that their students tend to be quiet and only few students who are motivated actively participate in classroom activities. Krashen (1988) suggests if a learner has very low motivation and self-confidence, and a high level of anxiety, the affective filter comes into place and inhibits the learner from acquiring the new language. This study investigates the learners' anxiety in an ESP context. FLCAS proposed by Horwitz et al. (1986), classroom observation, and interview were the instruments to obtain the needed information. There were 105 students participated in this study. The study reveals that the students' anxiety level reaches 99.34 which means that their anxiety level belongs to high level. This finding indicates that the students are still anxious in attending their English class. Communication Apprehension and Fear or Negative Evaluation influence strongly on the students' anxiety level. The result can be beneficial for developing module and teaching strategies and it can be applied in other study programs that use English as the medium of instruction.

Keywords: *Anxiety, FLCAS, ESSED students*

Introduction

English as one of international languages is very useful for the future as the anticipation of trend of globalization. Indonesian graduates should have good skills to remain competitive including the ability to communicate in English. Despite students' familiarity with English, this subject is still considered to be difficult for they do not use it in our daily life. Therefore, many Indonesian students of Indonesia of English do not feel confident and feel anxious to communicate in English.

Basically, the success of language learners depends on several factors. Lightbown and Spada (1999) propose some factors which might affect the success of second language learning, namely intelligence, anxiety, aptitude, personality, motivation and attitudes, learner preferences, learner belief, and age of acquisition. From the factors mentioned above, this present research attempts to investigate anxiety since the researchers believe this factor affects the willingness of non-English Department students to actively participate in classroom activities.

Many students feel more anxious and nervous in foreign language (FL) class than in any other classes, and their anxiety seems to come predominantly from the speaking situation (Koch & Terrell, 1991; MacIntyre & Gardner, 1994; Price, 1991, cited in Arnaiz and Guillen, 2012, p.6). In fact, foreign language anxiety (FLA) has been identified as one of the major obstacles to acquisition and fluent production of foreign languages. Horwitz et al. (1986) assert that language anxiety is an identifiable variable in learning a foreign language. In addition, Krashen (1982) acknowledges the effects of the affective filter in SLA in relation to input. The higher the affective filter the less input someone is able to process. This affective filter includes emotive reactions such as language anxiety.

Concerning foreign language anxiety (FLA), Horwitz et al. (1986) describe three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. McCroskey (1978, cited in Chan and Wu, 2004, p.292) defines communication apprehension as an individual's level of fear or anxiety associated with either real or anticipated communication with other persons. The second is test anxiety which is defined by Sarason (1984, cited in Zgutowicz, 2009, p.10) as "the tendency to view with alarm the consequences of inadequate performance in an evaluative situation." Test anxiety is a type of performance anxiety deriving from a fear of failure. The third one is fear of negative evaluation. Fear of negative evaluation is broader in scope than test anxiety because it is not limited to test-taking situations (Chan and Wu, 2004). MacIntyre and Gardner (1991) propose that fear of negative evaluation is closely related to communication apprehension. When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt about their abilities to make a proper impression.

Anxiety also impacts foreign language learning. Anxiety can affect the ability of an individual to process information at each of the three stages. Aida (1994) reveals that students with high anxiety might sit passively in the classroom and withdraw from classroom activities. It can be concluded that the researchers agree that language anxiety can play a significant causal role in learning a foreign language. It is empirically proven that language anxiety affects language learning.

FLA also happens to Indonesian university students, especially those who study in non-English departments. This study was conducted in *Universitas Brawijaya* Malang. According to the interview with some lecturers, the students of non-English departments experience more FLA. They stated that the students put more anxiety in speaking with no reasons. The researchers take the research in Program of Information Technology and Computer Sciences because students have to master English well since the references they use are mostly written in English. Thus, the exposure of English is quite intensive.

Aims of the research

This research intends to investigate the foreign language anxiety level of non-English department students at Study Program of Informatics/ Computer Science of Program of Information Technology and Computer Sciences

Research Method

This research investigates 105 students at Information Science who were taking English subject in 2013.

Data collection:

The data were collected through questionnaire, observation, and interview. The questionnaire used was Foreign Language Classroom Anxiety Scale (FLCAS) proposed by Horwitz et al (1986). This instrument consists of 33 questions on a 5-point-Likert-type scale from strongly agree (5 point) to strongly disagree (1 point). This questionnaire covers communication apprehension, test anxiety, and fear of negative evaluation. The range of this scale is from 33 to 165. The higher the total points are, the more anxious the student is. This questionnaire is chosen because it is a reliable instrument which has been employed in many researches concerning anxiety. The researchers provided *Bahasa Indonesia* translation under each question in FLCAS to enable the students comprehend the questionnaire thoroughly and to lower the students' anxiety since they filled the questionnaire in their own mother tongue.

Data Analysis:

Having obtained the data, the researchers analyzed them. First, the researchers calculated the result of FLCAS questionnaire for each student to know their level of anxiety. The second stage was using ANOVA to know the mean and average score for each item in the questionnaire. This information is necessary to know the anxiety of the students and classify them into high, moderate, and low anxiety students. Then, the researchers analyzed the data taken from the classroom observation and interview to strengthen the analysis of the students' anxiety levels. Finally, the researchers drew conclusion.

Findings

From the result of questionnaire responses, the minimum score is 49 and the maximum score is 130. In addition, the mean score is 99.34. The result indicates that the students' foreign language anxiety at the Study Program of Informatics/Computer Science of Program of Information Technology and Computer Sciences belongs to high level. The tendency of the students having the range of anxiety can be seen in Table 1 below:

Table 1 Students' Range of Foreign Language Anxiety Levels

Score	Level of Anxiety	Number of Students	Percentage
33-89	Low anxiety	31	29%
90-98	Moderate anxiety	29	28%
99-165	High anxiety	45	43%
Total		105	100%

It can be inferred from Table 1 that dominantly the students have high level of anxiety (45 students). From this fact, it can be concluded that even though students have learned English for many years, they are still anxious about this lesson.

Based on the observation carried out in the classroom, students who have low anxiety are active participating in the classroom activities. They tend to dominate the discussion in the classroom. From the informal interview that the researchers did, the students with low anxiety level mostly like English and many of them also take English course because they like English and they realize the importance of English. On the other hand, the students who have high or moderately high anxiety level tend to be quiet and passive in the classroom discussion.

This condition is relevant with Krashen's (1982) hypothesis about affective filter. He mentions that when the affective filter is up which means that the students are anxious, it will impede learning. On the other

hand, when the affective filter is down, it will facilitate learning. Comparing to the condition in the class, the students who are anxious, tend to be quiet and do not want to participate in classroom. It means that their learning process does not run smoothly. On the contrary, the students with low anxiety level, they are active and thus they have effective learning process.

The following is the explanation for the result of each of FLCAS component.

a. Communication Apprehension

The mean score for this component is 3.08. Basically, the students do not have many problems in doing tasks related to communication in classroom. The students have control over their language and therefore they did not feel quiet nervous when they had to speak. However, they needed to prepare what they wanted to say. They became anxious when they were not given time to prepare. They were anxious in answering impromptu questions from their teacher. Speaking is problematic for foreign language learners as it is stated by MacIntyre and Gardner (1991) that many researchers have pointed out that the skill producing most anxiety is speaking.

From the informal interview, the students with low anxiety level mostly like English and many of them also take English course because they like English and they realize the importance of English. Take for example; they have strong will to pay attention to the English lesson. They are eager and active to ask questions when they do not understand the lesson without hesitation. Thus, they tend to dominate the discussion. On the other hand, the students who have high level of anxiety tend to be quiet and passive in the classroom discussion. The anxious students may know things but they could not show their knowledge well because they have certain negative attitude toward English and their English competence. It can explain why students could not answer teachers' questions particularly impromptu questions. Perhaps, the students actually have known the answers, but they are so nervous that they could not utter the answers. Another possibility is that they do not know the answer since they even do not understand the meaning of question. The participants of this research thought they had speech skill deficiencies due to limited vocabulary as well as incomplete mastery of grammar.

b. Test Anxiety

The mean score for this component is 2.89. From the analysis, it can be seen that the students were worried about tests that they had since they thought about the consequence of failing the tests. They were afraid that if they failed the tests, they would fail the course. Consequently, they had to retake the course in the following year. Most of the students feel very nervous about their tests. However, when it deals with non-paper based task, the students did not feel anxious. The students were willing to be corrected by the teacher. These responses indicate that the students have willingness to improve their language. However, when they dealt with test, they started to worry about the results.

c. Fear or Negative Evaluation

The mean score for this component is 3.08. The students mostly agree that they believed that their friends are better in their English compared to themselves. Participants mostly agree with the statements in FLCAS concerning fear of negative evaluation. It may lead to the result that most participants think their English is worse than other students in class. It also means that they agree that they are afraid if the teacher asks the questions and they have not prepared the answer. This result indicated that students had their own fear about their English.

Based on the observation and interview in the classroom, when the teacher asks the students who could answer the teacher's questions or whether the students have problems in understanding the lesson, the students tend to be quiet. They tend to let their friends to answer the questions since they have the belief that their friends are better in English rather than themselves. Some students think their English is worse than other students in class. They are afraid if other students are laughing at them if they make mistakes. On the other hand, some of them are also afraid of getting bad comments from the teachers.

The result of this finding indicates that the students basically have low self-esteem concerning their language ability since they think that their friends are better than them. This finding is in line with. This is in line with statement from Horwitz et al. (1986) mentioning that individuals who have high levels of self-esteem are less likely to be anxious than are those with low self-esteem.

Conclusion

This research has revealed that the anxiety level of non-English department students at Study Program of Informatics/ Computer Science of Program of Information Technology and Computer Sciences belongs to high level. This condition indicates that many of the students were nervous or anxious while they were learning in their English class. There are three components in FLCAS. The mean scores for each of the component are 3.08 for Communication Apprehension, 2.89 for Test Anxiety, and 3.08 for Fear or Negative Evaluation. Communication Apprehension as well as Fear or Negative Evaluation are dominant components in triggering the

students' anxiety. The students tend to think that their friends have better performance compared to themselves. In addition, the students tend to have low esteem in perceiving their own ability in English.

Significance of the project

This research is expected to be beneficial for developing module that can be used in teaching. The result of this study is also expected to enrich the teaching strategies that would create conducive teaching atmosphere. As a preliminary study, it is also expected that the result can be applied in other study programs that use English as the medium of instruction.

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THE IMPACT OF LEARNING STYLE ON LANGUAGE LEARNING STRATEGIES OF L2 LEARNERS

Fauziah, Rasi Yugafiati

Introduction

Learning styles are individual difference in learning. An individual's learning style "is the way he or she concentrates on, processes, internalizes, and remembers new and difficult academic information or skills" (Shaughnessy, M. F. 1998, p. 1 as cited in Csapo, N & Hayan, R, 2006). Individuals approach learning differently due to differences in their learning styles. A person's approach to learning is a relatively stable indicator of how they perceive, interact with, and respond to the learning environment.

Knowledge of strategies is important, because the greatest awareness you have of what you are doing. If you are conscious of the processes underlying the learning that you are involved in, then learning will be more effective (Nunan, 1999). Learning strategies are related to learning styles but are far more specific. Students typically use strategies that reflect their basic learning style. Utilizing learning style theory in the classroom is extremely beneficial at all educational levels for a variety of reasons. The purpose of this study was to find out the impact of learning style on language learning strategies of L2 learners.

Language Learning Strategies (LLS)

Definition

There is no general consensus in the field of second language acquisition with respect to the appropriate way of defining language learning strategies (Ellis, 1994; Cohen, 1995; Bremner, 1999 see also Csapo, N & Hayan, R, 2006). Learning effect of LLSs has been underlined by various researchers. Rigney (1978), for example, defines LLSs as the often-conscious steps and behaviors used by learners to enhance acquisition. Tarone (1981) defines LLSs as attempts to develop linguistic and sociolinguistic competence in the target language. Likewise, Rubin (1987) and O'Malley and Chamot (1990) present learning strategies as important contributors to language learning.

More recent definitions reflect a greater emphasis on the effects of LLSs on the processes of language learning than on language learning as a product. Oxford (1990) defines learning strategies as:

Specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

She conceptualizes LLSs as multifaceted process-oriented tools that facilitate language learning. Its significance not just for autonomous learning but also for the achievement of communicative competence. Given its comprehensiveness and detailed presentation of LLSs (Tamada, 1997 see also Oxford, 1990), Oxford's definition is adopted in this study.

Taxonomy of LLSs

While early classifications of LLSs simply list strategies based on the performance of good learners (Rubin, 1975; Stern, 1973), more recent taxonomies classify them either based on their direct/indirect contribution to language learning, or the level and type of information processed by language learners when they use such strategies (O'Malley et al., 1985a; O'Malley, Chamot, Stewner-Manzanares, Kupper and Russo, 1985b; O'Malley and Chamot, 1990). O'Malley and Chamot (1990), for example, identify 26 strategies classified under three main groups of metacognitive, cognitive and social/affective strategies.

Oxford (1990), on the other hand, in her classification of learning strategies, draws upon and expands previous models. Like Rubin (1987), she divides LLSs into two major groups of direct (including memory, cognitive, compensation) and indirect (metacognitive, affective, social) strategies. She defines direct strategies as those that are involved in conscious mental processes, while indirect strategies are not consciously applied but are essential to language learning. She also modifies O'Malley et al.'s (1985b) classification by adding two strategy categories, namely, memory and compensation, and by presenting social and affective strategies as distinct. Each strategy category in Oxford's classification consists of several individual strategies.

According to Oxford, the six strategy categories are interrelated and interact with one another. Cognitive strategies enable learners to interact in the target language; metacognitive strategies help learners to control and regulate their learning; affective strategies help learners deal with their feelings and emotions; and social strategies promote learning through interaction with the speakers of the target language. Memory strategies help learners store and retrieve information; compensation strategies, on the other hand, are employed when learners need to keep communication going despite a gap in their linguistic knowledge. Given that

compensation strategies are primarily geared to facilitating communication, they are not perceived as directly linked to learning as other strategies are.

Oxford's classification of learning strategies encompasses all aspects of strategy use. It is the most comprehensive classification. Through factor analysis measures and has proved to be the most valid classification of language learning strategies. The strategy categories (i.e., cognitive, metacognitive, affective, social, memory and compensation) in Oxford's classification will, therefore, form the framework based on which the LLSs reported by participants in this study will be categorized and analyzed.

Learning Style

Learning is the complex process in our brain because neural tissue that makes learning possible is exceedingly complex. How the brain, mind and body act in interdependently to create learning style is not known, but the Dunn provide a few clues about five learning style domains; emotional domain, psychological domain, social domain, physiological domain and environmental domain.

1. Emotional Domain

LeDoux, professor at the Center for Neural Science at New York University, believes the four basic emotions (fear, anger, disgust, and joy) are located in different emotional systems. His work focused on fear, which is mediated by the amygdala (an almond-sized structure toward the brain center which acts like a permanent type recorder, especially when significant event occur). "Fear of bad grades, reprimand, or punishment can motivate students to preserve, but fear tends to decrease student effectiveness rather than increases it." Further, students may get the job done, but fail to develop self-motivation in process.

2. Psychological Domain

Since the split brain research on epileptic patients, much has been written about the role of each hemisphere in learning. Even though language, analytic thought, logic and sequencing are primarily produced in the left hemisphere and creative thought, music, random or simultaneous order are characteristic of the right hemisphere, learning is coordinated dance of neural electro-chemical activity between the two.

3. Social Domain

The relationship of evolution to social preferences (working alone, peers, or an authority) is unclear, but evolution's role suggested that social preferences may have a neurological base. However, social interaction can change brain functioning. For instance serotonin (a neurotransmitter or chemical messenger) is a product of social environment. Serotonin levels change, dependent upon perceived leadership and perceived power. In the Dunn's model, small groups provide safe opportunities for serotonin production and attainment of social status. Thus high serotonin production may result from frequent leadership opportunities, and this alone could enhance students' positive attitude toward school.

4. Physiological Domain

Preference for mobility, therefore, may serve to stimulate in active brain cells so cognition can occur. Similarly, preferences for visual, auditory, tactual or kinesthetic learning may be in response to levels of neuronal arousal that permit learners to concentrate on specific learning tasks. Further, fatigue and disinterest may result from attempts to learn in non-preferred ways due to conscious effort and sheer determination required to stimulate neuronal activity in those non-preferred modalities.

5. Environmental Domain

Although far more environmental element exist than those listed in the Dunn and Dunn model, sound versus quiet, bright versus dim lighting warm versus cool temperatures, and formal versus informal furniture design, have clear linkage to the physical domain in terms of body comfort and preferred sensory modalities. Preference for sound or quiet while learning is another element that often distinguishes between global and analytic learners. Global learners prefer sound while studying, which may keep creative right-brain calmly occupied so the left hemisphere can concentrate on linguistic learning without interruption. The analytic left-brain learner may prefer quiet because sound stimulates the less active right brain and causes interruptions to the left-brain concentration.

One of factor showing strong links with strategy use is learning style. Studies in this area point to the fact that an individual's learning style preferences influence the type of LLSs they use (Ehrman and Oxford, 1990; Rossi-Le, 1995; among others). Extroverts, for example, show a strong preference for social strategies, while introverts use metacognitive strategies more frequently (Ehrman and Oxford, 1990); learners who favor group study are shown to use social and interactive strategies, such as working with peers or requesting clarification (Rossi-Le, 1995).

Research Method

This study is descriptive and qualitative in nature. It focuses on giving questionnaires, interviewing, interpreting, and understanding the collected data to find the students's learning style and LLS. Qualitative method attempts to critically investigate event or phenomena (Alwasilah, 2006). Cresswell (1984) states qualitative study in nature is conducted inductively, meaning that the study begins from data collected from the field and analyzed. This research applied descriptive method since it attempts to describe characteristics and events that exist (Kamil, 1985). This method is applied since the goal of this research is to find language learning strategies used by students and their hemispheric preference. The research was conducted in one of English Department of postgraduate study in Bandung. It was chosen because it is one of the appropriate places to observe the whole class meeting. It would be a good starting point to notice students in the third semester to improve their English performance. It is also important for students of teachers education to know their students learning strategies to enhance students' skill.

Finding and Discussion

1.1 Shows language learning strategies that dominantly used by the respondents

No	Respondents	Strategy Inventory for Language Learning (SILL)					
		Direct Strategy			Indirect Strategy		
		A	B	C	D	E	F
1	R1				V		
2	R2			V			
3	R3				V		
4	R4			V			
5	R5				V		

A: Memory Strategies

B: Cognitive Strategies

C: Compensation Strategies

D: Metacognitive Strategies

E: Affective Strategies

F: Social Strategies

This finding answer the first research question, the table1.1 shows that first respondent (R1) used indirect strategy dominantly, especially metacognitive strategy. Second respondent (R2) prefer to compensation strategy than other strategies. The third respondent (R3) shows metecognitive strategy as his/ her language learning strategy used when learning. The fourth respondent (R4) as the same as R2 respondent's language learning strategy. The fifth respondent (R5) in line with the first and the third respondent, metacognitive strategy used by them. The "V" symbol shows the strategy used by respondents.

1.2 Key to understand the average of SILL profile's result

High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
	Generally not used	1.5 to 2.4
Low	Never or almost never used	1.0 to 1.4

The table above shows SILL profile's result. From 4.5 to 5.0 means the respondent always or almost always used strategies in learning. From 3.5 to 4.4 means the respondent usually used strategies in learning. From 2.5 to 3.4 means the respondent sometimes used strategies in learning. From 1.5 to 2.4 means the respondent generally not used the strategies in learning and from 1.0 to 1.4 means that the respondent never or almost never used strategies in learning.

1.3 Second respondent: R2

Part	What Strategies Are Converted	Your Average on This Part
A	Remembering more effectively	3.1
B	Using all your mental processes	3.6
C	Compensating for missing knowledge	3.7
D	Organizing and evaluating your learning	3.4
E	Managing your emotions	2.5
F	Learning with others	3.3
OVERALL AVERAGE		3.34

The data on table 1.3 implies that 3.34 overall average result of learning language strategies. It means that R2 uses his learning strategies sometimes. His learning strategy highly focus on compensating for missing knowledge. This strategy makes learner guess to understand when he has not heard something well enough, or when he find unfamiliar English words. It was quite noisy when interview and he tried to guess well what I will say next. Predicting and looking ahead helps learner to anticipate what is to come (Nunan, 1999). This result in more effective learning, because the learners are adequately prepared for the new material. Fortunately he blesses much to practice English every single time because his native wife and his work environment.

1.4 Fifth respondent: R5

Part	What Strategies Are Converted	Your Average on This Part
A	Remembering more effectively	2.9
B	Using all your mental processes	3.4
C	Compensating for missing knowledge	2.8
D	Organizing and evaluating your learning	3.7
E	Managing your emotions	2.2
F	Learning with others	2.5
OVERALL AVERAGE		3.02

Table 1.4 presents that there were 3.02 overall average of SILL. R5 said that I use my English confidently because I have rehearsed and planned for linguistic components necessary to carry out an upcoming language test. Because of her high average in metacognitive strategy, she consciously express herself in using new vocabularies. Consciously thinking in new language also provides practice opportunities (Rebecca, 1990, p. 139). Functional planning is one of metacognitive strategies in language learning. She does self-monitoring, correcting one's speech for accuracy in which setting and to whom she speak to.

Conclusion

This study found that compensation and metacognitive strategies dominantly used by students. Two students used direct strategy (compensation strategy) and three of them used indirect strategy (metacognitive strategy). The finding of this study shows that the two respondents usually used strategy to retain their language skill in one hand, increase skill to the target language on the other hand.

There were no respondent prefer to the left hemisphere, two respondents prefer to the right hemisphere and three of them have no preference. In compensation strategies, learners learned to guess intelligently to understand unfamiliar English words and could guess what the other will say next. They made gesture during a conversation when they could not think of a word and made up new words if they did not know the right one. This strategy interpreted right hemisphere characteristics, good at interpreting body language, guessing at the meaning, reliance on images in thinking and remembering. In second language learning there was significant right hemisphere participation and that this participation was particularly active during the early stages of learning the second language. Metacognitive strategies indeed paying attention in general to language learning, seeking practice opportunity and finding out about language learning. Creative learner was characteristic of hemispheric preference. Hemispheric preference' students using information to help improve one's own and creating opportunities in naturalistic situation language learning.

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CLASSROOM MANAGEMENT TALK: From Theory to Practice

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Abstract: This research aimed at giving descriptive accounts of (1) the TEFL II students' theoretical understanding of classroom management talk in the forms of the lectured transactional expressions in English, (2) their ability to apply the management talk using the transactional expressions in their peer teaching, and (3) the state of their attitudes toward the management talk using the transactional expressions. The subjects of the research consisted of four parallel classes, 133 students, attending TEFL II subject in 2012. The research instruments used were essay test, observation checklist entailing video recording, attitude scales, and interview. The peer-teaching scenario consisted of three phases, namely beginning the class, running the class, and ending the class in which the students practiced the taught transactional expressions in managing the class. The findings showed that the students had good theoretical acquisition of the classroom management talk in English which went along with good performance in using them in their peer teaching, and they also had very highly positive attitudes toward the classroom English management talk.

Keywords: *management talk, transactional expressions, peer teaching*

Classroom management is the linchpin that makes teaching and learning process run smoothly and objectives achievable using the perennial truths that affect success in the classroom. The perennial truths are the key components consisting of teacher, students, material and context of time and place, which collectively make teaching learning processes possible to take place. Of the four perennial truths, teacher is the main agent of the classroom management – he is the manager (Rasyid, 2013). He further states that in the field of EFL teaching, a well-organized and efficiently managed classroom is a crucial issue from time to time as it is regarded the orchestration of classroom life and the essential foundation upon creating and maintaining a learning environment that supports instruction, nurtures students' motivation, and appeals and engages their interest and increases their achievement. However, a well-managed classroom will not surely just appear out of nowhere. It must be created and the creation will take a good deal of efforts, which puts the teacher as the most responsible person for creating it. Classroom management then bonds the teachers and their roles. This reveals convincingly that classroom management skills are of primary importance in determining teaching and learning success.

Reading books, attending lectures and discussing classroom management theories will not make people good classroom managers if those theories are not put into practice. People cannot properly put theories into practice until they have their own class to teach and manage; and putting theories into practice is not a success until it provides the instructional program and classroom environment that allow each student to develop his or her capacities to the fullest. Indeed, matching theories and practices will, mediated by teacher-student interaction through candid communication, together build the good and strong foundation of classroom management.

In the curriculum of English Education Program at Faculty of Languages and Literature, State University of Makassar, the subject of Teaching English as a Foreign Language (TEFL) II is offered in semester six. The subject provides the students with theoretical knowledge of classroom management, teacher talk (instructional and management talk) and lesson plan which consecutively followed by peer teaching practice. The management talk deals with the enforcement of classroom activities, such as entering the class, greeting students, arranging the students' seats, calling the rolls, dealing with lateness and ending the lesson. Management talk consists of transactional expressions that are used to manage the interaction in the class from the very beginning to the very end of the class session. The key word is that in any classroom there is a constant dynamic transactional process developing. This study was inspired by the theory - Games People Play (Berne, 1964:29) stating that the unit of social intercourse is called a transaction in which any communication includes a transactional stimulus and a transactional response. Classroom management employs a transactional stimulus - either verbal or non-verbal or both - and a transactional response – either verbal or non-verbal or both.

The purpose of the study was to give descriptive accounts of the students' theoretical understanding of classroom management talk in the forms of the lectured transactional expressions in English,

their ability to apply the management talk using the transactional expressions in their peer teaching, and the state of their attitudes toward the management talk using the transactional expressions.

Methods

The study employed Explanatory Mixed Method Design in which quantitative data were collected and analyzed first, and then the qualitative analysis and interpretation were used to explain and elaborate the quantitative findings. The population consisted of four parallel classes comprising 133 students using census system. There were three main steps in which the subjects were tasked to apply the transactional expressions in their peer teaching, namely (1) beginning the class, (2) running the class, and (3) ending the class. Each class was divided into seven teams consisting of 4-5 students in each team. The teams had to prepare a lesson plan for a 100- minute session. The study investigated quantitatively and qualitatively (1) how much the subjects of the research absorbed the lectured management talk dealing with the transactional expressions, (2) how well the subjects used the transactional expressions in their peer teaching, and (3) how was the subjects' attitude toward the application of transactional expressions in peer teaching.

To obtain data on the subjects' theoretical absorption of lectured management talk dealing with transactional expressions, a lecture series for required transactional expressions and how to apply the expressions in teaching was conducted then followed by an essay test. To obtain data of how well the subjects used the transactional expressions in peer teaching, an observation for each group in their peer teaching was video recorded. To obtain data of the subjects' attitude toward the implementation of transactional expressions in peer teaching, an attitudinal scale was distributed to the subjects after they all have done their peer teaching. The interviews were administered after the data of the subjects' attitudes have been analyzed as the material for the protocol interviews were based on the points that needed clarification from the subjects in regard to the results of their test and attitudes. The data collection was administered at the same time (7:30 – 9:10) on different days.

Data obtained from observation and interviews were analyzed descriptively; data obtained from attitudinal scales were tabulated and ranked in order of importance; and data obtained from the essay test were scored.

Research Findings

The result of data analysis showed that (1) The mean score of the subjects' absorption of management talk dealing with the transactional expressions in the three steps of a teaching session was high that is 78.66 or B (Buku Peraturan Akademik dan Kemahasiswaan Universitas Negeri Makassar, 2010), (2) The mean score of the subjects' score on how they applied the transactional expressions in peer teaching reached 76, 53 or B (high), and (3) The mean score of the subjects' attitudinal score toward the application of transactional expressions in peer teaching reached 45.44 (very high).

Discussion of the Findings

The subjects gained a higher score on the theory of management talk dealing with transactional expressions than on the application of the transactional expressions in their peer teaching that is the aggregate percentage of the subjects who got score rating from 76 – 100 (Good) reached 57.89 % for the theory while the aggregate percentage for the application reached 57.14 (they were still in the same category – Good). This implied that the subjects' competence was highly reflected by their performance as shown in the following.

Tabel 1. Frequency and Percentage of the Scores Obtained for Theory and Application of Transactional Expressions

No	Score Rate	Category	Frequency		Percentage (%)	
			Theory	Application	Theory	Application
1	91 – 100	A (Very Good)	11	0	8.27	0
2	76 – 90	B (Good)	66	76	49.62	57.14
3	61 – 75	C (Average)	46	47	34.59	35.34
4	51 – 60	D (Poor)	6	6	4.51	4.51
5	≤ 50	E (Very Poor)	4	4	3.01	3.01
Total			133	133	100	100

The written answers of those who got score rating from ≤ 50 – 75 were, in fact, comprehensible enough but suffered from accuracy as exemplified in the following.

Table 2. Examples of Inaccurate Use of Transactional Expressions Forms

No	Written	Should be	Teaching Steps
1	I am new teacher here.	I am a new teacher here.	Meeting a new class
2	Let me to mention your name	Let me call your name ...	Calling the roll
3	Why are you come late?/	Why are you late?	Dealing with lateness
4	Is anyone can tell ...?	Can anyone tell ... ?	Beginning with Revision
5	Let's we begin our class.	Let's begin our class.	Starting something new
6	I want tell you about...	I want to tell you about..	Telling objectives
7	Are you get the point?	Did you get the point?	Checking understanding
8	Are you finish?	Are you finished?	Checking Progress
9	I want give you homework.	I want to give you homework	Setting homework
10	No more write.	Stop writing.	Stopping work

The application of the transactional expressions by the peer teaching teams is discussed below.

All teams entered the class by greeting the students first with the Islamic greeting expression *Assalamu Alaykum warahmatullahi wabarakatuh*, then followed by the greeting expression in English: *Good morning, how are you all/students/class?* expressed accurately, fluently and comprehensibly. Since all the peer teachings were conducted in the morning, other greeting expressions such as *Good afternoon and Good evening* were never used. All teams used transactional expressions of meeting a new class, such as *Hello class, this is my first time to teach you. Let me introduce myself. I'm your new English teacher. My name is Mr./Mrs./Ms... . I'm very pleased to meet you all.* However, some of them used the expressions less fluently because they got nervous.

All teams used transactional expressions of taking the register in various ways, such as *May I have your attention please, I am going to call the roll/your names. Attention please, I'll take/check/mark the register, Be Quiet, I'll check if everyone's here. Raise your hand and say: Yes... / Here.../ Present..., (Sir /Madam).* However, some of them used the expressions less fluently because they got nervous. All teams used transactional expressions of dealing with lateness, however not all the teams used the transactional expressions accurately. Instead of asking: *Why are you late?* They asked: *Why are you come late? Why do you come late? Why did you come late?* They repeated the same mistake they made in their essay test.

All teams used transactional expressions of getting down to start the lesson in various ways, such as *Well, everybody. Let's start the lesson now. All right class. I think we can start now. OK, everybody. Let's get on with the lesson now. Hello everybody. Give me your sweetest smile to start the lesson.* However, some of them used the expressions less fluently because they got nervous. All teams used transactional expressions of beginning with revision. However, some teams still used the expressions both grammatically and contextually inappropriate in regard to the prescribed situation as a new teacher, such as *Is anyone can tell us what we discussed in the previous lesson?* They repeated the same mistake they made in their essay test.

All teams used transactional expressions of starting something new accurately, fluently and comprehensibly, such as *Well class, our topic today is ...* , or *Well students, our topic today is ...* . All teams used transactional expressions of telling the objectives. All the teams used Power Point presentation showing the class what to be achieved at the end of the session. However, not all the teams used them fluently.

All teams used transactional expressions of making things clear/checking students' understanding that each group used varied, comprehensible, with some groups used them less fluently. The expressions used varied as in the following: *Do you understand? Understand? Is everything clear? Am I clear? Is that clear? Do you follow me? Got it? Any questions?*, and *Please raise your hand if you don't understand.*

All teams used the transactional expressions of checking the time, stopping work, clearing the class, setting taking home assignment, making announcement, ending the lesson, and farewell accurately, fluently and comprehensibly.

Attitudes toward the Application of the transactional expressions

The mean score of the subjects' attitudinal scale toward the application of transactional expressions in peer teaching reached 45.44 (positive). The subjects argued that the English Education students should know the transactional expressions in teaching, and they need to be trained in using them through peer teaching; the transactional expressions activate the students in doing the classroom tasks, discipline them in classroom interaction, build up students' characters to be obedient in classroom regulation, and create conducive classroom atmosphere. The frequency and percentage of the respondents' attitudinal scores toward the application of transactional expressions in teaching are shown in the following.

Tabel 3. The Frequency and Percentage of the Respondents' Attitudinal Scores for the Application of Transactional Expressions in Teaching

No	Score Scale Rate	Category	Frequency	Percentage (%)
1	40 – 50	Very high	132	99.25
2	31 – 39	High	1	0.75
3	29 – 30	Average	0	
4	20 – 29	Poor	0	
5	10 – 19	Very poor	0	
Total			133	100

Conclusion

The study concluded that (a) theory and application of transactional expressions in teaching can go along if the given theory is put into practice. (b) Peer teaching is an integral part of TEFL subject, and (c) positive attitudes toward the application of transactional expressions can be cultivated in the students' mind if the students have experience in using the transactional expression in classroom practice.

Suggestions

In line with the conclusion, more time should be allocated for peer teaching to build up students' confidence in teaching, and students of English Education should get more insights into the application of transactional expressions by observing not only non-native teachers of English but also the native teachers of English to teach.

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FRAMING IN-CLASS DEBATE: REFLECTION OF ACADEMIC DEBATE PRACTICES TO THE PRINCIPLES OF LANGUAGE PEDAGOGY

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Abstract: As the paradigm of critical pedagogy is imminent, the needs of both theoretical and practical rationales towards the integration of critical thinking in language learning are demanding. The model to integrate critical thinking in language learning may vary, and academic debate comes up as one of the most complete and adequate practices to uphold language learning as well as critical thinking. The study was conducted through group-focusing observation to some academic debate practices in East Java and Jogjakarta; there was pattern between the debate practice in accommodating critical thinking and principles of language pedagogy. Some adjustments of debate practices into language classroom and proper practical guidance are needed in order to make academic debate would be suitable to maximize language learning and cultivate critical thinking.

Keywords: academic debate, language pedagogy, critical thinking

Critical thinking has become a very wide educational goal over the last two decades. Having critical thinking skills means the students have “good thinking” skills by employing logical reasoning and analysis focusing on what to believe and what to do based on certain process such as analyzing concepts or argumentation to solve the problem or provide solution (Ennis, 1993). As one of the examples, classroom discussion in the form of debate in the classroom (in-class debate) may cultivate active learning within the classroom. However, a study by Bellon (2000) about the presence of debate in teaching curriculum that debating in the classroom seems hard to engage the more students as this activity might be dominated by certain students especially who already have experiences in debating communities.

Various studies have already asserted that debate can develop the communication skills of the students as well as the critical thinking (Freeley & Steinberg, 2005; Fallahi & Haney, 2007; Kennedy, 2007; Rai, 2011; Yang & Rusli, 2012). The other related studies reveal the positive correlation between critical thinking and the students’ motivation in learning language, learning comprehension, social awareness, and students’ behavior from being passive learners to being active and independent learners (Meyer & Jones, 1993; Kennedy, 2007; Healey, 2012) as the students have opportunities to listen, talk, read, write, and think as well as reflect when they are analyzing the contents. The concept of in-class debate may provide more attractive, engaging, and active learning. Specific to EFL learners, a study by Manning and Nakamura (2006) also justify the in-class debate course for high school EFL students in Japan. They provide the following claims regarding their study: 1) debating ability is a valuable skill; 2) debate utilizes useful English; 3) it is a unique way to teach grammar; 4) it develops critical thinking skills; 5) it introduces global issues; and 6) it develops research skills.

Despite the fact that the debating activities have shown significant contribution to the students’ competence, there are still less English language teachers who are eager to utilize debating activities in their classes. There are some reasons that may cause the hesitance to include debating in their class, namely confronting discussion, oversimplification of some problems (Tumposky, 2004), lack of information about the proper formats or procedures, and cultural problem. In order to activate students’ critical thinking skills, English teachers need to present alternatives, different ways of interpreting texts and different conceptions of the world. This approach resists hesitant approach to argumentation and explores different ways for the students to show that they understand opposing views, mediate disputes, and discover solutions that will work (Johnson & Moneysmith, 2005).

This study elaborated that debating activities is potentially to be integrated into language classroom by considering the instructional strategies and principles of academic debate and English language pedagogy. This study also countered the domination of the lecture style (teacher-centered) teaching learning into the more communicative one (student-centered).

Method

The design for this study of in-class debate for language learning was qualitative in nature. This study was aimed at exploring the strategy in academic debate instructions applied by intercollegiate debating communities to be employed into language class. The roles of the researcher in the qualitative research are added by Mertens (2010) as the key instrument, allowing the researcher during the study to: 1) interact intensively and consistently with the subjects of the study (debating community members) and questions, either formal or informal questions, to collect the data in order to generate the theory; 2) use theoretical sampling; allowing the researcher to fill the gaps in the process of theory formulation; 3) conceptualize on how the systemic coding and pattern which can be integrated into the theory generation. Data was collected by conducting direct observation

to the academic debate practices of intercollegiate debate communities in Malang Debating Union (MDU) and Jogjakarta Debating Forum (JDF) in November 2013 and January 2014, both during the regular and intensive practices, rehearsals as well as during academic debate competitions.

Findings

In order to justify whether academic debate practices become possible model to integrate critical thinking into language learning, it is important to search the patterns in academic debate practices and instructional strategies which are fit with the principles of language pedagogy.

Principles of Language Pedagogy Reflected in Academic Debate Practices

The following section would focus on how the instructional strategies to accommodate critical thinking in academic debate practices were suitable with Brown's (2007) principles of language pedagogy, namely cognitive aspect, socioaffective aspect, and linguistic aspect.

Cognitive Principles of Language Pedagogy

As critical thinking is really closely related to the cognitive aspect of the debaters, the practices of accommodating critical thinking in academic debate can be implemented in language learning context as well.

Table 1 Cognitive principles of language pedagogy in academic debate

Cognitive Principles	Instructional strategies in academic debate practices
Automaticity	Debaters were treated with equal opportunity yet different feedback and target based on their level of debate experience, and they were encouraged to keep communicating without fear of the knowledge form.
The Anticipation of Reward*	This principle was not accommodated well during academic debate. Direct instruction occurred, but it was not considered as anticipation of reward.
Meaningful learning	The motions of academic debate were mostly real cases on the real world in various aspects e.g. education, social, law, environment, etc. and the debaters were encouraged to employ authentic sources.
Intrinsic Motivation	Debaters set their own goal and knew how to pursue it. Debaters invested their time beyond regular schedules to join academic debate practices to search for information from online newspapers.
Strategic Investment	Direct instructions from coach/instructor occurred to encourage the debaters to optimize in searching for the information outside regular practices.
Autonomy	Autonomous learning is considered as the highest learning habit. It was obvious that most of debaters came to the practices with preparation e.g. online information, printed materials, diagram of information, etc.

*) not accommodated well during academic debate practices

In general, the cognitive principles were in line with the independent learning styles in the context of academic debate; and most of the principles under the cognitive domain were accommodated well.

Socioaffective principles of language pedagogy in academic debate

These principles are about the degree of involvement of emotional aspect of the learners with the community, ties between language and one's culture, worldwide, and way of life. Some indications of having critical thinking in academic debate are having intercultural skills and willingness to work collaboratively to construct the knowledge through discussions.

Table 2 Socioaffective principles of language pedagogy in academic debate

Socioaffective Principles	Instructional strategies in academic debate practices
Language Ego	With the various readings from the target language (English), it was obvious that the debaters showed 'western' identity such as free attitudes and judgments with a very liberal perspective. Debate community members considered these 'changes' as something normal and acceptable.
Willingness to Communicate	As the main activity in academic debate practices was communication, all debaters were given equal opportunity and encouraged to express their idea during the practices, and every idea should be supported with reasons.
The Language-culture connection	The understanding with target culture exposure through English-written media gave positive attitude towards the language acquisition as well as language style.

In relation to language learning, it is important to familiarize students with target language as well as target cultures and get them to critically engage with the issues that are raised upon that. Language is the crucial

vehicle culture and contributes specifically to the capacity to re-assess our own culture; this re-assessment and comparing within different cultures can be related explicitly to critical thinking development. The more information that the debaters have gathered the more critical perspectives they might have.

Linguistic Principles of Language Pedagogy

Despite the fact that linguistic aspects were the least considered in the context of academic debate practices, but such simple instructions might be helpful for the debaters to still put concern to these principles.

Table 3 Linguistic principles of language pedagogy in academic debate

Linguistic Principles	Instructional strategies in academic debate practices
The Native Language Effect*	There was less concern on the native language effect especially during the oral performance. As long as the communication or the content was understandable, it was enough.
Interlanguage	The instructions and feedbacks were often delivered in native language, mixed with the target language. The focus was not mainly on the language but the constructive feedback.
Communicative Competence	Some of communicative competence aspects were accommodated effectively (see Table 3.14 for more detail communicative competence in academic debate practices).

*) not accommodated well during academic debate practices

Based on the observation, there were some errors on language use especially linguistic aspects like grammar. However, as the more senior (experienced) debaters, they would perform better both in content and linguistic aspects through self-reflection on readings and feedback from instructors and peers.

Discussion

There are at least three areas that may be covered as debating is integrated into educational curriculum, namely literacy (the skills of listening, reading, speaking, and writing), education and social values (personal, social, moral, and cultural development of the learners), and creative thinking (questioning, reflecting, and rationality may trigger creativity) (Taylor & Leicester, 2010) through the presentation of current and important issues (globally and locally). The employment of academic debate into language classroom might be suitable as we mismatch with Brown's (2007) principals of language pedagogy as well as other principles which were found during field observation on the instructional strategies to accommodate critical thinking in the academic debate practices. Besides reflecting from Brown's (2007) principles of language pedagogy, in order to employ effective in-class debate to integrate critical thinking in the context of English language learning, there are also some proposed principles which are reflected from the academic debate practices as well. The following principles would be beneficial for the effective employment of debating activities in English language classroom.

Table 4 Proposed Principles of Academic Debate Activities to Integrate Critical Thinking in English Language Classroom

Equality Principles	Information
Equality and freedom of expression	It was basic principle as human being to have opportunity to express their idea for the sake of their self-fulfillment and self-actualization.
Relevant Information Principles	
Up-to-date information	One of the criteria of strengthening argument is through the most current and relevant evidence. The use of fresh information may trigger the students to follow the development of information as well as the style, increasing the input for their process of language acquisition.
Neutral or two-sided information	The information should be free from intervention from any private and government body to prevent biased arguments. In order to avoid biased information, students should gain more information from various perspectives to seek for inter-subjectivity of the information.
Civility Principles	
Speak openly with civility	Speak openly and honestly about the differences of humanity with civility. The difference is regarded as something to be respected.
Taboos in the discussion for dissemination of knowledge	The presence of taboos in the discussion is intended for the sake of dissemination of knowledge.

Respect the beliefs	We respect the content of beliefs as well as the believers (including non-believers). In case the topic of beliefs is considered as taboo in discussions, we should consider the purpose of the discussion.
No violence or confrontation	Any threatening and intimidation during the discussion is not justifiable. This may be related to the style of language and gestures during the debate activities.
Reputation Principles	
Reputation	We should provide responses with reputation without stifling legitimate debate. All responses and statements should refer to merit-based system.
Free to challenge	We must be free to challenge and be ready to be challenged; the challenge should be grounded in public interest, and morality.

Language instructors may not be able to fulfill or accommodate the complete listed principles above. The more principles which would be accommodated, however, would become the indicator for effective debate activities to integrate critical thinking in English language classroom both as learning process and learning outcome.

In-class Debate for Language Learning

Debate activities in English language classroom or in-class debate have been widely applied in various academic sectors. Despite the fact there is reluctance in bringing debate into language classroom, this might be too generalize the idea of debate, which debate is always about higher discipline-specific such as law, history, politics, (Willingham, 2007; in Mulnix, 2012) and government-style debate from which always should come up with solution. In the context of academic debate, their perspective might be invalid as there are some aspects of adjustments in academic debate including the formats, the choice of topics, coach/instructor's instructions, the students' interactions, and also the purpose of the debate.

A study by Healey (2012) concerning the potential of debate in classroom context showed the flexible formats depending on the students' comfort. In terms of the debate format, there are various formats that could be adjusted with the need of our classroom conditions and needs. The changes and adjustment should be consistent with the learning background as this would create comfort zone for the students to actively participate into the debating activities (Gilbert & Eby, 2001). There are some alternative debate formats in language classroom that might be adjusted into more effective classroom activities, namely: 1) *Four Corner Debate*, this format becomes the solution for the "two biases" dualism format. In the end, the format is not about white-and-black, but how the students see the grey zone to search the solution (Hopkins, 2003); 2) *Fish bowl format*, allowing the teachers to involve all the students in the classroom by dividing the class into two groups with different stance; 3) *Role-play debate*, working well when there are different arguments to be made from several different stakeholders; and 4) *Panel debate*, organizing the class into panel groups and allowing the students to work in a team to prepare for a debate. Some stages in integrating academic debate in language learning based on Toohey's learning process (1999, in Healey, 2012). are as follows, 1) engaging with the student's current knowledge and awareness of an idea or issue; 2) students are given opportunities to explore new ideas; 3) students are given opportunities to state their stance and explore the potential knowledge; 4) students gain feedback on their views and development of their understanding through debate; and 5) students may recognize some alteration in their original perspective as ideas become more embedded through reflection after debate.

Conclusions

Corroborated from the findings of critical thinking in academic debate, it is justifiable to integrate academic debate into language classroom in the form of or in-class debate by doing some appropriate adjustments between the academic debate practices with the principles of language pedagogy, covering cognitive principles (automaticity, meaningful learning, intrinsic motivation, strategic investment, and autonomy) socioaffective principles (language ego, willingness to communicate, and the language-culture connection), and linguistic principles (interlanguage and communicative competence). In addition, there are also some proposed principles which were found during the field observation covering some aspects, namely the principles of equality for the freedom of expression, relevant information, civility, and reputation. There should be further researches which affirm the correlation between critical thinking and language proficiency. Practically, there should be also research and development for materials, approaches, as well as adjusted strategies to employ in-class debate sufficiently and specifically for the language instructors.

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THE APPLICATION OF STUDENTS CENTERED LEARNING THROUGH PRESENTATION IN PUBLIC SPEAKING CLASS OF ENGLISH DEPARTMENT STUDENT

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Abstract: Student centered is one of learning methods in which students are involved actively in the learning process and students don't depend too much on their teacher. The Teacher's role is just as a facilitator in class, who will accommodate and guide students in learning. This study aimed to analyze the application of Students Centered Learning in Public Speaking Class. Through this study we could see that the strategies of teaching were done very well and met the goals of the learning. The study described the autonomous learning, classroom management, and motivation that were explored in the teaching process. Speaking IV is the final level of Speaking Course in University for English Department Students. At this level, students are targeted to be a skillful public speaker in real public environment. Students must be able to master and practice the 12 topics in public speaking, in which they had to be 12 kinds of public speakers. Students are assigned to prepare twelve different presentations in one semester and they had been given the topics at the first meeting. Each student worked individually in developing materials of presentation then they did the presentation in group and contributed evaluation among students' performances. Implementing the lesson plan and syllabus in teaching speaking skill in the classroom is not easy regarding the limited time and place allocation and also students' speaking abilities. From the Study, it is found that Students Centered Learning was the best approach to facilitate learner to experience autonomous learning and give students more opportunity to perform their skills in Public Speaking Practice in the classroom. Students were more motivated in performing their speaking skills with various choices of public speaker roles and public speaking projects in real situations. This method of teaching also enhances students speaking activity, creativity and confidence to speak in public.

Keywords: *SCL, presentation, autonomous learning, motivation, public speaking*

Introduction

Students Centered learning is the best approach in the teaching of English that should be applied nowadays. Students centered classroom gives large prospect for students to explore, present, and evaluate themselves in learning. In SCL, students can explore the knowledge that they will acquire and the capacity that they have had before. Students are given as many chances as possible to present their ideas and creation of the lessons they get and to work on their project by themselves either individually, in pair, or in group. In terms of evaluation, SCL gives opportunity for students to do self- assessment headed for their own work or the other students' work related to the topic of learning.

Jones said that SCL encourages students to enhance "a can-do" attitude. Students appreciate others' contribution, work together, learn from each other and support each other. (Jones, 2007). Unlike the old Teacher centered class which depends on the teacher most of the time, in SCL Students work by themselves individually, in pair, or in group. They consult their work to the teacher but they will try hard to solve problems by themselves first, in which students must be more active than the teacher. Students are not reliant on to their teacher all the time since the teacher role is just as a facilitator, motivator, observer and reviewer who will give guidelines and also comments towards the students work.

SCL is considered to be ideal approach in higher level of speaking class, in which students are demanded to do advanced learning in public speaking. Public speaking in this study is the competence that students must acquire in speaking IV course. It's the time when the students explore their knowledge of public speaking, creating ideas of public talks, presenting in front of public, and evaluate others' presentation. In this era students can use the technology to support learning and gain more information about the lesson from the internet. Students are more active than the teacher in designing and planning the presentation.

While the teacher works as facilitator who accommodate students with supporting materials, such as books, videos, and inform the students about some sources of materials that can assist students in improving their speaking skill of public speaking. As motivator, teacher encourages students to do the presentation confidently and properly suitable with the manner of public speaker. Teacher, then as observer and reviewer as well, observes students and give critics and suggestion for students' improvement toward the public speaking presentation. While doing this, teacher can also do an authentic process assessment headed for the students' performances.

The writer has done this strategy in teaching speaking IV course of English Department students of fourth semester. And this paper is intended to describe the application of the strategy and analyze the teaching learning activity from the SCL theory. It is recommended that SCL approach be suitable with the speaking class

activity. Especially in speaking IV course which demand each student to master the public speaking skill and to experience autonomous learning.

Discussion

Public Speaking Class

Public speaking is the skill that students have to master as the final level of speaking course. The students who take speaking IV have to pass the speaking III before. Based on the syllabus of speaking course in English department of faculty of Teacher training and education, Muhammadiyah University, students undergo four levels of speaking course and each level has its own standard competence. On speaking I, students are skilled to practice speaking conversation based on situational approach. On speaking II students are demanded to be able to perform a fluent communication in a discussion meeting. On speaking III, students are trained how to conduct debate with a proper method, manner, and matter based on the British and Australian parliamentary Debate. This speaking IV, students are required to master public speaking skill and practice various roles of public speaker in class and in real settings.

Public Speaking is an important skill that students have to obtain because they will need the skill in a real work field when they graduate from university. Public speaking skill will add students' qualification for getting a job in a real environment. This skill is needed by all professions requirement even as a teacher. A good Teacher surely have the capacity to speak in public particularly speak in the class, explaining the material, reviewing the students work, and presenting lessons. A good Teacher should be able to present topics creatively to give an interactive classroom activity.

In this speaking IV class, Lecturer designs 12 topics of public speaker such as; a Master of Ceremony, Story Teller, Public Relation Officer, Motivator, Sales Promoter, Interviewer, Political Orator, TV Reporter, Video Jockey, Public Instructor, Newscaster, and Tour Guide. Lecturer sets the syllabus and defines all the twelve topics at the first meeting. By knowing the syllabus, students have prior information about the materials they will get and prepare for the next one semester program in speaking class.

At the first and second meeting the lecturers gives lecture about Public Speaking, explaining the steps, criteria and points to consider in becoming public speakers. She also facilitates the students with some books and other resources from internet that will advantage students in exploring every demonstration models of public speaking. Students have the autonomy to design and develop creative ideas of their public speaking presentation, appropriate with the given topics. Lecturer accommodates students with some authentic examples of public speaking video as motivator, sales promoter, newscaster, and tour guide to provide students obvious ideas of what presentation they should make for the next meeting in speaking IV class. Moreover, Lecturer also outlines the Midterm and Final term project that students should do, explains assessment criteria, and sets the rules of the class.

At the third meeting, students have lecture about Public speaking from a professional Public speaker. By inviting visiting lecturer from a real Practitioner, give students authentic role model besides giving significant motivation for students for becoming professional public speaker.

The following meetings of the speaking class, are directed to the students to present their performances of public speaking. Students prepare, design, and create the presentation at home independently then present it in front of the class and also in real situation settings.

Table: Syllabus Outline

MEETING	TOPICS	ACTIVITY
1	Basic Course Outline	Lecture
2	Lectures	Lecture
3	Professional Public Speaker	Lecture from Practitioner
4	Master of Ceremony	Students Presentation
5	Story Teller	Students Presentation
6	Public Relation Officer	Students Presentation
7	Motivator	Students Presentation
8	Sales Promoter	Students Presentation
Mid-Term Project	Interviewer	Interviewing Foreigner (English Native Speaker)
9	Political Orator	Students Presentation
10	TV Reporter	Students Presentation
11	Video Jockey	Students Presentation
12	Public Instructor	Students Presentation
13	Newscaster	Students Presentation
Final-Term Project	Tour Guide	Being a Tour Guide in Tourism Spots

Classroom Management

Classroom management is one of the important things to consider in SCL. Managing the class before teaching will give benefits for the teacher in applying the lesson plan. A good classroom management will contribute effective teaching and learning process in class. Teacher needs to socialize this to every students in class so that students follow the class properly suitable with the objectives of the learning. Classroom management includes timing, setting the rules of the class, arranging the students seating, and grouping the student based on students' condition, competence, interest, and attitude toward learning.

Setting the rules of the class is essential to maintain the learning process run well and to stick on to the lesson plan. Lecturer sets the rules of the class at the first meeting, explains the course contract and discusses the rules with the students. Lecturer gives students opportunity to ask questions, clarify, and understand what kind of learning activity they will do for the whole semester. Compromise is sometimes needed to adjust students' condition, need, and situation.

Timing is also important, duration of the speaking presentation, programs of the syllabus, and deadline of the projects should be decided together with the students. But timing should be considered wisely for low learners. Lecturer set the basic times usage and students should manage their time intelligently to accomplish every project in time. In certain topic of public speaking as Sales Promoter, students are limited in time. They are only given 3 minutes each to present their product effectively to the customers. It is suitable with the principle of marketing promotion that customers will only pay attention to the sales talks not more than 3 minutes. The principles of marketing should also be known by a student in becoming sales promoter, so that they try to speak effectively and interestingly about the product to attract the customers.

Speaking Class room should be designed properly to provide students spaces that support their performances. The old model of seating should be avoided, where students are put on rows and columns facing their lecturer. No student should seat behind another students and every participant should be able to see other's participant's faces. In this case seating in "U Letter" is an ideal seating arrangement. It can also help lecturer in grouping the students based on the seats. Every student and Lecturer will be able to see the one who is having presentation in front of the class, either the lecturer or the student. Every participant is able to see others directly. This kind of seating arrangement will ease Lecturer in observing students' behavior during the learning process. Lecturer can also do the process assessment in every class meeting. It is recommended that lecturer not sitting during the presentation but, she or he can go around the class and do the monitoring attentively.

Although, Speaking IV class students considered into homogenous class since all the students who take the course should have passed the previous level of speaking III. But the class still consists of many students with different condition, competence, interest, and attitude to learning. For that reason grouping is needed to arrange students based on the needs and situation related to the topic of the public speaking. Grouping will support peer-teaching to be happened in class, lecturer has to put the low learners in one group with the high learners so that the high learners can support and the low learners can improve their skills. Grouping is also useful to be applied in large classes, student doesn't have to do presentation in front of the class, but one can do presentation in each group to minimize the time usage. Grouping gives students more chances to work by themselves either individually or corporately with their classmates.

II.3. Autonomous Learning

In SCL, Students experience autonomous learning since they learn and practice public speaking by themselves. They explore the knowledge, acquire the materials provided by the teacher, analyze the models, design the presentation, perform, and evaluate the works independently. Lecturer only gives guidance and feedbacks about the students' presentation. Students are more active in finding and developing their own material to create many kinds of public speaking presentations. Students have to prepare the power point slides to support their presentations. In this case students' creativity is explored to improve their public speaking skills.

Furthermore, students are still given chance to consult their work and problem related with the design of the presentation. At this point, the lecturer does her role as a guide to learning. Lecturer likewise puts creativity and confidence as one of the assessments criteria in public speaking presentation. During the demonstration in class, lecturer can see whether a student is confident or well prepared enough in presenting one's role as public speaker.

During the presentation students are assigned by the lecturer to do peer- assessment. This activity gives advantage for the students, since they can evaluate other's presentation, analyze the strength and weaknesses of the presentation and learned something from others presentation. Beside that this activity makes students more focus and attentive to their friend, who is doing presentation in front of the class. The teaching and learning process in speaking class runs well and encouraging.

Motivation

Experiencing real practice of public speaking in real situations through the mid-term and final-term projects certainly gives students special enjoyment and fun activity in learning. Students undergoing real

situations of public speaker as a real tour guide in real environment of tourism spots. By interviewing Foreigners, Students experience in conducting English communication with English Native Speakers. In addition, Students are free to choose the location of the outing projects and they can do it in group together with their classmates. Working together positively enhance students interests and motivation toward learning. Students' motivation can also be seen from their enthusiasms in creating and performing their presentation of various roles of public speakers in every week. Each of the topics gives definite challenge to students in performing ideas in their presentations.

Conclusion

Implementing the lesson plan and syllabus in teaching speaking skill in the classroom is not easy regarding the limited time and place allocation and also students' speaking abilities. From the Study, it is found that Students Centered Learning was the best approach to facilitate learner to experience autonomous learning and give students more opportunity to perform their skills in Public Speaking Practice in the classroom and also in real settings. Students are more motivated in performing their speaking skills with various choices of public speaker roles and public speaking projects in real situations. This method of teaching also enhances students speaking activity, creativity and confidence to speak in public.

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**BRINGING ADDITIONAL VALUES INTO TRANSLATION CLASS
FOR ENGLISH DEPARTMENT STUDENTS:
A TEACHER'S IDEA**

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Abstract: This paper discusses the effort of bringing additional values into translation class so that translation training does not only contribute to the improvement of translation skill but also the enhancement of knowledge that makes the learners more knowledgeable. It is realized through the selection of specific topic, for instance, eco-cultural preservation. The samples used in this study are the English department students in Denpasar city, Bali province. In second language learning, translation is believed to be the vehicle to enhance learners' sensitivity to language, culture and society (Machida, 2011). Thus, the lesson plan for translation class should be designed more interactively to raise the learners' awareness to the world around them focusing on the process-oriented approach in translation training (Gile, 1994). The English department students are asked to translate several Balinese eco-cultural terms into English with the explanation on the Indonesian language as the learners' lingua franca prior to the translation practice. Giving background information is of use in helping them to transfer the meaning to the target language. Applying such procedures, the lesson plan can also be applied to bring more additional values of many other aspects of life based on the topic selected by the teachers.

Key words: *translation, eco-cultural terms, translation class*

Introduction

This paper presents the idea of bringing additional values into translation class of the English department students in Bali province. The values added in this study refer to the extra benefits obtained by the English department students when joining a translation course. The benefits are expected to emerge in several forms like the new knowledge shared through the texts that the students must translate, the information on the last updated terms in the texts used as teaching materials, the opportunity of peer discussion and self-reflection as well as the interactive learning atmosphere established among the participants in the classroom namely the students as the participant while the teacher is a mediator. New insights are, in fact, the treasure which makes the students more knowledgeable and richer with a variety of information in their mind which may be recalled in the process of translation. Thus, as a compulsory subject in most of the English department managed by a number of higher education institutions in Indonesia, it is hoped that translation course does not only contribute to the improvement of translation skill but also the enhancement of knowledge that makes the learners more capable in doing translation tasks.

One of the ways in pursuing this ideal is through the selection of specific topic, for instance, eco-cultural preservation which is an interesting theme for Balinese young generations as the system of maintaining ecosystem and culture is part of their life. Here, Balinese eco-cultural preservation is selected as a teaching material since the English students involved in the present study live in Bali where people are contextually engaged in many activities on the basis of preserving the harmony of human and their environment. This fact indicates that everyday life of Balinese people is occupied with cultural practices related to the existence of both ecological and cultural preservation. The efforts of keeping up with the balance of ecological and cultural preservation is the actualization of Balinese outstanding concept, that is *Tri Hita Karana* which is the harmonious relationships between human being and God, human being and other human beings and human being and environment. The participants, who are actually the young generation living in Bali should be engaged with the effort of preserving their environment and culture.

In line with the chosen topic, it is this study that discusses the potential of translation activity to also raise eco-cultural awareness in addition to achieve the primary goal of translation training that is to improve the students' skill in translating. Through the choice of relevant authentic teaching materials i.e. texts for translation tasks, it is expected that translation practice done by the English department students benefits them in raising awareness on the existence of cultural landscape of Bali province 'subak', which has been awarded as the world cultural heritage by UNESCO (Surata, 2013). Seen as a term related to ecology and culture, *subak* and many

other cultural terms, in fact, cannot be separated from the issues of eco-cultural awareness. Bringing an innovative idea in their class, the English department students involved in this study are assigned to translate several Balinese eco-cultural terms into English with the explanation on the Indonesian language as the learners' lingua franca prior to the translation practice. Providing background information is of use in helping them to transfer the meaning to the target language. Such a process will bring additional values in translation course that benefit students to enhance their horizon and awareness.

Literature Review

In her study, Rini (1996) utilizes Nunan's principles for designing language teaching materials in translation class. Of six principles, five features of teaching materials are of use to pursue the goal of translation class that is to make the students ready to be a good translator. First, materials should be authentic in terms of texts and tasks. Second, materials should establish interaction. Third, materials should encourage learners to focus on formal aspects of the language. Fourth, materials should motivate learners to develop learning skills and skills in learning-how-to-learn. Fifth, materials should lead learners to apply their knowledge to work as translators (Nunan in Rini, 1996). In summary, the materials and the teaching methodology are used with the goal that students are ready to become translators after they take the course.

In line with Nunan's principles, Gile (1994), states that the lesson plan for translation class should be designed more interactively to raise the learners' awareness to the world around them focusing on the process-oriented approach in translation training. Gile (1992) also sees that the desirability of optimization is one good rationale for applying a process-oriented approach in at least the first part of translator training. In the classroom, the trainers should focus on the translation process, not on the end product. Instead of giving comment on the end-product arising from the students' choice of particular target-language words or linguistic structures to construct their target text, the teachers as instructors should analyze and react to the processes involved by offering diagnoses and advice pertaining to these processes. This step includes the general sequence of translation actions completed by the students and their handling of difficulties. It is ideally done when the teachers annotate and mark the students' exercises. The process-oriented approach has a number of advantages over the traditional product-oriented method in the early stages of translation training.

Translation which is also called as *act of translating* can contribute to many aspects of a learning process, particularly when it is seen from the learners' side. With regard to the focus of this present article, translation is believed to be the vehicle to enhance learners' sensitivity to language, culture and society (Machida, 2011). Specifically, in second/foreign language learning, the language, social and cultural sensitivity gained from *act of translating* can encourage the learners to pay careful attention and observe details of the linguistic system in L1 and SL/FL. Through translation activities, learners are able to recognize that the human mind is *mediated* (Vygotsky in Machida, 2011), and to witness how language reflects reality.

Furthermore, Machida (2011) also argues that *act of translating can* bring more values in the process of SL/FL learning, both through development of the language, metalinguistic awareness and metacognitive skills (planning, monitoring and execution), and study of the culture and society to which the SL/FL belongs. Translation can help the learners to closely observe how people interact with others in a different language setting. As a result, the stages of this *holistic* learning will almost certainly widen the learners' mind to a greater range and deeper levels of input, which result in the increase of the likelihood of intake.

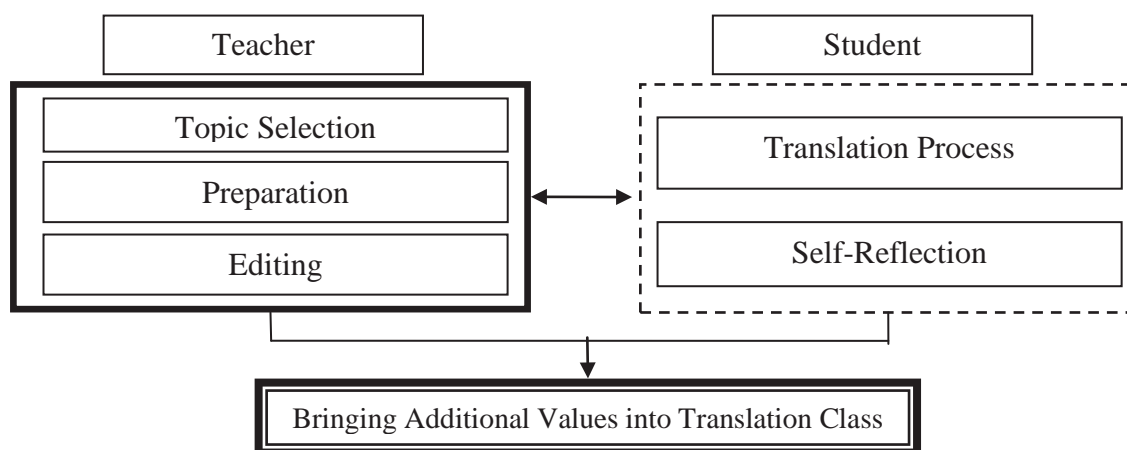
According to Gerding-Salas (2000) the global approach to a translation text that can be implemented in translation course is in line with what the translation theorists like Delisle, Newmark, Nida, Nord, Kussmaul had proposed. Firstly, the students should comprehend and interpret the texts through the consideration of the textual, referential, cohesion and naturalness levels. Secondly, re-wording is also important. It refers to the application of various strategies for the transfer of meaning. It is done by choosing the appropriate methods, techniques and procedures such as functional equivalent, synonymy, transposition, modulation, compensation, reduction and expansion or amplification that some are the ideas of Newmark (1988). Thirdly, translation theorists give great importance to the assessment of the result to demonstrate the earnings and losses and to show self-correction capacity.

Discussion

Specifically, this paper focuses on bringing additional values into translation class for the English department students. The focus is on managing the classroom through a lesson plan that is designed to reach the goal of giving extra point for the students to learn more interactively and be more knowledgeable. Several steps are taken to make the translation classroom more interesting so that the students do not find that the process of doing translation task is boring. To meet the expectation that is to bring additional values in translation class, the global approach of translation activity starts from comprehension and interpretation (Gerding-Salas, 2000) and the consideration on the criteria for teaching materials in the process of language learning (Nunan in Rini, 1996) are adopted in planning how the translation class is managed.

In addition, concerning the primary objective of this study, Machida's view on the process of second language learning is also adopted. Translation plays its significant role as the means to enhance learners' sensitivity to language, culture and society (Machida, 2011). The option to apply a process-oriented in teaching translation will function the teachers as trainers to consider the steps of translating experienced by the students. It does not merely focus on the end product (Gile, 2009). Therefore, the classroom management proposed in this paper is designed through several stages that do not only assess the result of the process i.e. the students' work but also observe the process and make an innovative change in it. In the present study, the innovation offered for the students is the explanation of the terms found in the authentic text prior to the translation process. The framework for the teacher's idea to bring additional values in managing translation class is presented in Figure 1.

Figure 1
A Framework for bringing additional values in translation class



First, the lecturer has to choose a specific topic to be brought into his/her translation class. The topic used as a pilot project here is eco-cultural preservation. Nowadays, the issues of preserving culture and environment become more widely spread, especially for the young generations in Bali province. Preserving ecosystem and culture is a fascinating theme for the young generations in Bali because the circle of maintaining environment and culture is, in fact, part of their life. Therefore, eco-cultural preservation in Bali is selected as one of the topics formulated in the assignments for the students since the participants in this study live in Bali where people are immersed in many traditional and religious activities in line with the concept of harmonious life between human and their environment.

Second, the lecturer can prepare the teaching material with the consideration that he/she will play a role as a facilitator, not an informant. Two worksheets and one questionnaire are designed at this stage. As proposed by Nunan (in Rini, 1996) the choice of teaching material for foreign language learning should be authentic in terms of texts and tasks. The topic is decided after considering the potential to establish a better atmosphere for the learners to improve learning skills and skills in learning-how-to-learn. The teaching materials provided should lead learners to apply their knowledge to work as translators. In line with the topic, the authentic text may be selected from several appropriate textbooks that contain additional knowledge for the students. In the present research, a textbook that discusses *Subak* which is the Balinese water system irrigation completely from the introduction of the terms related to eco-cultural preservation and the life of farmers in Bali with their willingness to work together and respect each other is used as a reference. Having observed the reference, two worksheets are planned. One worksheet consists of ten sentences containing the eco-cultural terms found in the reference and another worksheet is the explanation provided by the lecturer to give a brief introduction to what the terms mean.

Third, editing the authentic text and preparing the worksheet are significantly needed prior to the process of translating. The authentic text needs editing to minimize confusion due to the long construction of Indonesian sentences that sometimes lead the readers to interpret the same message differently. The source language sentences with the Balinese eco-cultural terms should be rechecked by the lecturer in terms of its construction and whether the sentence is easy to understand or not. If necessary, editing to the selected sentences can be done to provide clear information so that the students do not find the task complicated.

Fourth, it is the stage that involves the learners to go through the process of translating. In the process of doing their assignment, the English department students are asked to carefully translate several terms of Balinese

eco-cultural terms into English with the explanation on the Indonesian language prior to the translation practice which have been provided as their worksheets. The Balinese terms are explained and can be used as a guidance for the students because the source language terms are very specific and the lingua franca used among the participants in this study is the Indonesian language. In this study, the translation of specific terms related to ecology and culture which are, actually, not far from the students' everyday life demonstrates that translation activity can contribute to raise awareness on the preservation of environment and culture which is the value added in the formal practice of translation.

Lastly, to investigate the students' opinion on the process of translating which can be used as self-reflection and feedback for the lecturer, a survey using questionnaire is recommended. To gain more description on the process of translation and the difficulties faced during the process of translating, open questions that give the students wider space to describe their experience and difficulties are provided. The lecturer should pay careful attention to the answers and the description on how the students finalize a translation task. This phase is, actually, part of a process-oriented approach that can assist the learners to raise the learners' awareness to the world around.

Concluding Remarks

As it is believed that practice makes perfect, translation class should be managed more attractively by setting a space for a process-oriented approach and selecting teaching materials more carefully. This may help the students to be more 'mature' since the selection of materials is realized through the consideration on how the goal will possibly be achieved. Besides, several aspects like encouragement, interaction, motivation and development are the key points that the lecturers should think about in managing translation class. Therefore, these aspects can be reflected on the process of selecting topics of the texts that the students must translate.

By selecting certain topic and the focus is not only on the end product, the students are expected to experience more vivid atmosphere in translation class. New knowledge that the students obtain from the process of translating is the treasure that makes the students richer with various information which may emerge simultaneously once it is needed. In this way, translation training does not only contribute to the improvement of translation skill but also the enhancement of knowledge that makes the learners more knowledgeable. Providing background information is beneficial in helping them to transfer the meaning to the target language correctly.

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STUDENT TALK ENCOUNTERED IN INTENSIVE COURSE CLASSES OF AN ENGLISH DEPARTMENT IN A UNIVERSITY IN SURABAYA

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Abstract: Intensive Course (IC) is a basic English course in Teacher Training of Widya Mandala Catholic University Surabaya. This course determines the students' success in joining and finishing other English courses in the following semester. Since the classroom is the place where comprehensible input and modified interaction are available, what goes on inside the language classroom is very important. This situation challenges the researchers to observe the IC classrooms. So far there has never been any research done to see what actually happens in IC classrooms in terms of Student Talk. The objectives of this study are to explore various kinds of Student Talk which are found in IC classes and a kind of Student Talk commonly used in IC classes. This study is based on the theory of Seventeen-Category System by Tsui Bik May. As a qualitative research, this study conducted eight observations in three different IC classes, involving eighty students and four lecturers. The results of the observations and data analysis show that the kinds of Student Talk found in IC classes are student-respond restricted reply, student-respond expanded reply, student-respond apologize, student-initiate elicit, and student-initiate interrupt. In addition, student-respond restricted reply is the most commonly used in IC classes.

Keywords: *Intensive Course, Student Talk, student-respond, student-initiate.*

Introduction

English as a foreign language in Indonesia has been a primary study of the English Department of the Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya. The aim of the teaching-learning process in this department is to produce quality English teachers for all educational levels. Thus, the Department provides many courses which cover language skills, language components, and content subjects. It also teaches English as a foreign language. Therefore, English is used as the medium of communication. The lecturers should explain the materials in English and the students should also respond them in English.

The first semester students are from various regions of the country and levels of English mastery. The department provides them with Intensive Course (IC). The purpose of this course is to enable the students to learn survival English in oral and written communication. It also serves as a foundation to prepare the students to participate actively in other subjects taught in English. The basic competence of the course is that the students are able to express their ideas both in controlled and freer communicative practices on various topics and functions, making use of English language skills and components.

This situation brings its own challenges for the teachers and students to make this course successful. Since the classroom is the place where comprehensible input and modified interaction are available, what goes on inside the language classroom is very important. Setiawati (2012: 39) says that for Indonesian learners, where the circumstance outside the class does not support them to use the target language in daily conversation, class becomes an ideal place for them to learn English since it allows them to be in continuous contact with the teachers who speak the target language. This situation also challenges the researchers to observe what goes on in the IC classrooms. So far there has never been any research done to see what actually happens in IC classrooms in terms of Student Talk. As a result, this area becomes the main focus to be discovered in this study, especially in the area Student Talk.

The research questions are formulated as follows:

- What kinds of Student Talk are found in IC classes?
- What kind of Student Talk is commonly used in IC classes?

Input and Language Exposure

Krashen in Pfaff (1987) suggests that exposure to the target language in communicative settings is necessary for the activation of language acquisition processes. Exposure to the target language in communicative settings is deemed necessary to activate language acquisition as opposed to language learning processes. However, there is growing evidence that language acquisition does take place in classroom. (Felix, 1981; Lightbown, 1983 in Pfaff, 1987)

In the classroom, the students get most of the second language exposure. The best exposure students can get is through teacher talk. According to Krashen (1982), human acquire language in only one way-- by

understanding messages or by receiving comprehensible input. Teacher talk is the best comprehensible input in the classroom. Teacher Talk gives many inputs which play very important role in language learning. There is no learning without input. This statement is strengthened by Long (1981) who claims that input shaped through interaction contributes directly and powerfully to acquisition. The language used by the teacher affects the language produced by the learners, the interaction generated, and hence the kind of learning that takes place.

Krashen in Xiao-yan (2006: 25) mentions that acquisition takes place by means of a learner’s access to comprehensible input. He comments that the input, which is totally incomprehensible to learners, is not likely to cause learning to take place. Teacher talk, actually serves as main sources of input of language exposure in classroom learning, is more important for foreign language learning, so teachers should make their input comprehensible and in right quantities.

Swain’s Output Hypothesis

Opposed to Krashen’s Input Hypothesis, Swain (in Xiao-yan, 2006: 26) argued that comprehensible input is not a sufficient condition for SLA, it is only when input becomes intake that SLA takes place. Learners can improve their language level through pushing them to produce output – actually to say and write things, or through using the language exposed to them in meaningful ways. She particularly emphasizes that it is only when learners are pushed to use the target language, in other words, it is only when learners think it necessary to improve and develop the target language level, and language input can contribute to language acquisition. Swain’s Output Hypothesis also emphasizes the importance of feedback. She believes that learners can improve the accuracy of output if they receive feedback from their teachers. So language teachers, playing very important role during the process of language learning, should manage to push the students to produce the target language, give more opportunities and much more time to the students to practice besides they offer adequate input.

Student Talk

Amy Tsui Bik-May (1985:15-17) proposes the Seventeen-Category System which covers Teacher Talk and Student Talk to analyze the input and interaction in the second language classrooms. Since this study focuses on the Student Talk only, it is the category of Student Talk only which is shown on the table below.

Table 1: The Seventeen-Category System: Student Talk

Student Talk	Respond	Reply	a) Restricted b) Expanded
		Apologize	
	Initiate	Request	
		Elicit	
		Interrupt	

The Category of Student Talk

A. Student-Respond:

- 1. Reply:** it provides a linguistic response to (teacher’s) ‘Elicit’. It is classified into: a) Restricted Reply; and b) Expanded Reply. The former is often realized by either one word or a short phrase. For example: T: “Where was she? Yes?” S: “*on the boat*”. The latter expresses judgment, evaluation and the like. It is realized by statements. For example: T: “Is there a clue in the passage that tells you it is a bird?” S: “*The passage says that her skirt is made of the feather of cormorant.*”
- 2. Apologize:** realized by a closed class of statements or phrases such as “I’m sorry but ___” or “Sorry, I don’t know the answer.” This act is performed when a student does not know how to answer, fails to understand the question or to comply with the teacher’s directions.

B. Student-Initiate:

- 1. Request:** its function is to ask for permission to perform a non-verbal action. For example, “Sir, may I turn off the fan?”
- 2. Elicit:** this act asks for verbal response from the teacher or fellow students. This employed when students want to raise questions, clarify information or ask for explanation.
- 3. Interrupt:** realized by phrases such as “Excuse me ___” or “Can I just interrupt?” This act is also serves to raise questions and ask for clarifications except that it stops the ongoing discourse.

Research Design

This research was a classroom ethnography research which applied non-participant observation (Chaudron, 1988). Ethnographic classroom research is a study in which the researchers do not involve themselves in the teaching learning process. Using this kind of research, the writers did a continuous record keeping and a careful interpretation of the multifaceted data. Although the writers were in the classroom, they

were not involved in the learning-teaching activities of Integrated Course classrooms. The writers sat at the back of the classroom, observed the learning-teaching activities, recorded the teachers' and students' talk secretly, noted down and analyzed the classroom interaction. To ensure that the presence of the writers did not disturb the learning teaching process, they asked the teachers to acknowledge the activities of the researcher in class to the students. Further, the writers adapted themselves to the rules of the class and spoke nothing during the class.

The source of data was the spoken classroom interaction between the students and the lecturers in the IC classrooms. The data were in the forms of the transcriptions of the recorded conversations happening in those classrooms. The subjects were eighty IC students of the academic year 2010/2011, who were divided into three classes. Using a set of video recorder and three voice recorders, the writers conducted eight observations in those three classes.

Findings and Discussions

Table 2: Recapitulation of Student Talk in Four Classes

Categories			Lecturer A	Lecturer B	Lecturer C	Lecturer D	No. of occurrence	%
Respond	Reply	Restricted	203	274	248	201	926	58%
		Expanded	134	133	79	116	462	29%
	Apologize	2	1	1	9	13	1%	
Initiate	Request	0	0	0	2	2	0%	
	Elicit	28	58	27	62	175	11%	
	Interrupt	0	0	7	2	9	1%	
TOTAL			367	466	362	392	1587	100%

The above table clearly shows that the Student Talk-Respond has 88% of the students-lecturers interaction in the IC classes, while Student Talk-Initiate possesses only 12% of the whole interactions. Student Talk-Respond in the act of 'Reply' takes the majority of the Student Talk with 87%, in which Reply-Restricted gets 58% and Reply-Expanded gets 29%. Student Talk-Respond in the act of 'Apologize' takes only 1%. In Student Talk-Initiate, the act of 'Elicit' takes more portions with 11% while the acts of 'Interrupt' and 'Request' almost do not exist.

The data show that the students spoke or replied mostly because the lecturers' initiation in order to stimulate the students to talk to check their comprehension to the material being delivered in the class. The students replied what the lecturers asked them. Since the most of the Student Talk is Reply-Restricted, it can be assumed that the lecturers asked questions which required the students to display their knowledge, and to which the teachers already had the answers in their mind. The data also supports Krashen (1982) and Long (1981) which mention that students can learn a target language better through teachers' comprehensible input in a 'learned system'.

On the other hand, the data above show that the students' initiative to ask some questions or clarify the materials was much lower than their taking response to the lecturers' input. They acted this elicitation only when they wanted to raise questions, clarify information or ask for explanation. It may also indicate that the Student Talk Time (STT) is quite low. There are some possible reasons why the students' reply was much higher than their initiative. Firstly, the students were shy to be more talkative in the classrooms since it was their first semester in the university and they did not each other quite well. In addition, some of them would think that their English was not as good as other classmates, so they did not feel at ease to take any initiatives in the classrooms. Secondly, they did not dare to make mistakes in speaking English in front of their friends. It was much better for them to keep quiet or to talk slowly with their friends so that their friends did not think that their English was not good enough. Thirdly, Reid in Xiao-yan (2006) said that the learning situation cannot be separated or isolated from the total context. In this case, the Indonesian students respect their teachers as their 'parents' or older people. The relationship between teacher and student is more hierarchical. The students believe that teachers should be the instructor and the knowledge transmitter in class. Hence, the IC students learned based on the lecturers' instruction.

The material and the way the lecturers teach may also have great influence on the amount and the types of Student Talk. IC course book is *Upbeat* published by Pearson. It is designed to be in line with Communicative Approach. It is based on the idea that learning language successfully comes through having to communicate real meaning. When students are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Thus, if the course book had been used properly, the students should have had more initiatives to talk using the target language. In reality, each meeting, lasting for 100 minutes, was dedicated to cover one unit with various activities, such as: listening, speaking, grammar, reading, writing, pronunciation, and vocabulary. Even though each unit contains only two pages, the

materials were not fully covered because there were many activities in the unit and the class size was around thirty students. It was a real challenge for the lecturers to finish all the activities in such a limited time. As the consequences, unconsciously the lecturers took a greater control over the class and the students answered what the lecturers asked them. This situation did not support the Swain's Output Hypothesis which says students should be pushed the students to produce the target language, given more opportunities and much more time to the students to practice the language. The IC teachers should have given more chances to their students to use their English.

Conclusion

The finding shows that the kinds of Student Talk found in IC classes are Student-Respond Restricted Reply (58%), Student-Respond Expanded Repl(29%)y, Student-Respond Apologize (1%), Student-Initiate Elicit (11%), and Student-Initiate Interrupt (1%). Hence, the most commonly used Student Talk there is Student-Respond Restricted Reply is the most commonly used Student Talk in his classes.

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FOSTERING STUDENTS' GOOD CHARACTER VALUES THROUGH PEER TEACHING

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Arif Ichwan Udin

Abstract: Peer teaching is a suite of practices in which peers instruct each other in a purpose-driven, meaningful interaction (Kim Bradford-Watts, 2011). The list of reported benefits of peer teaching include improving competence in the subject area, easing students into university life, the development of autonomous learning skills, developing networking opportunities;... building confidence and self-esteem; enhancing team-working skills, and developing leadership skills (Mynard & Almarzouqi, 2006, p. 14); and positive attitudes toward school and subject area (McNall, 1975). This research was focused on fostering good character values through peer teaching in teaching analytical exposition. The objectives of the study were to correlate between students' achievement in teaching analytical exposition and students' good character values through peer teaching at eleventh grade Senior High School students. To achieve the objectives of the study, an experimental quantitative research was conducted. Written test, peer editing, and questionnaires were used to collect data. The technique to analyze the data was Pearson product-moment. The writer found a significant relationship between students' achievement and students' good character values ($r = 0,255$, $t_{32} = 1,49$, $p < 0,2$). It can be concluded that there was correlation between students' achievement and students' good character values through peer teaching in teaching analytical exposition. Besides this finding, peer teaching gave four benefits: (a) Foster students to take responsibility, (b) Foster students to respect each other, (c) Strives to foster act of fairness and (d) Foster students to tell and write the truth.

Keywords: *analytical exposition, good character values, peer teaching*

Introduction

Henceforth, press information and information of technology develop very fast, information given in press is many kind and a technology used is very sophisticated, but there is a positive value and another side is negative value. Character Education has become hot issue in Indonesia. It is closely related to quality of education. The Government of Indonesia integrates the character building into curriculum. The teachers are demanded to create the syllabus and lesson plans which has character building in each subject. In addition, a good character values is shown by the students in teaching and learning process. English is one subject in school which has a contribution to foster students' good character values. However, a problem arises when the English teachers find the difficulties to select strategy and materials in teaching English by inserting good character values. The writer wants to change this condition as a teaching challenge where the teacher can integrate both character education and English materials for teaching and learning process.

Previous Study

Kim Bradford-Watts states in her Journal Language Teacher (September/October 2011) "Peer teaching is enjoying increasing popularity in both formal and informal educational context... Peer teaching is a suite of practices in which peers instruct each other in a purpose-driven, meaningful interaction. Many programs feature older, more experienced peers, or those with greater mastery in a subject area teaching younger, less-experienced peers or those who are yet to master the skills and content of the subject area. Others organize students within a course to collaboratively notice areas or items that they do not know and then to learn and teach each other."

The writer intends to foster good character values through peer teaching in teaching analytical exposition. Based on study, The list of reported benefits of peer teaching include improving competence in the subject area, easing students into university life, the development of autonomous learning skills, developing networking opportunities;... building confidence and self-esteem; enhancing team-working skills, and developing leadership skills (Mynard & Almarzouqi, 2006, p. 14); and positive attitudes toward school and subject area (McNall, 1975).

Research Findings

Correlation between Students' achievement and students' good character values

From the result of students' achievement in writing analytical exposition and students' good character values, the writer computed the data with SPSS 16 program to find the result of r Pearson product-moment correlation coefficient. The result as follows:

Correlations

		SA	SGCV
SA	Pearson Correlation	1	.255
	Sig. (2-tailed)		.145
	N	34	34
SGCV	Pearson Correlation	.255	1
	Sig. (2-tailed)	.145	
	N	34	34

Table 3.3 The result r Pearson product-moment correlation coefficient

Where

- SA : Students' Achievement
 SGCA : Students Good character Values
 N : Number of cases in the sample

To see whether t value was statistically significant, the writer looked at the table of t value in Appendix. There the writer could see that, because degree of freedom equals 32, the writer looked at t values in both the $df = 30$ row and $df = 40$ row. The t value of 1,49 has a probability of between 0,1 and 0,2 (for a two-tailed test). The writer got the same result when looking in the $df = 40$. Therefore it could be concluded that p value was between 0,1 and 0,2. It proved that there was correlation between students' achievement and students' good character values in experimental class and statistically significant. But if alpha level was traditional 0,05, the writer also concluded that there was correlation coefficient but not statistically significant. So, the writer found a significant relationship between students' achievement and students' good character values ($r = 0,255$, $t_{32} = 1,49$, $p < 0,2$).

Students' good character values

In addition, the writer reported that peer teaching gave four benefits, as following:

- a. Foster students to take responsibility
 The students had finished the peer assessment on time and disciplined to do their duties. They were being dependable in carrying out obligation and duties from the writer.
- b. Foster students to respect each other
 Showing respect each other when the students gave self-arguments in peer teaching group. Furthermore, they would be tolerant and accepting differences in good manners. The students deal with peacefully with anger and disagreements.
- c. Strives to foster act of fairness
 Acting fair that happened in peer activities while the students played the rules in doing peer activities. They shared and expanded their idea into good analytical exposition text. They did not blame others carelessly while their friends gave an opinion.
- d. Foster students to tell and write the truth
 In experimental group, the students wrote analytical exposition by the fact and data. They also did not cheat each other's but they discussed arguments and what they wanted to write in peer teaching group. In this case, the students foster trustworthiness character.

When peer teaching and peer editing applied in experimental class, the students participated to give arguments in teaching analytical exposition. In peer teaching groups, students tend to participate more equally, and they were also more able to experiment and used the language than they were in a whole-class arrangement. Students also appeared to listen each other more carefully (Assinder, 225).

Good character values such as respect, responsibility, trustworthiness and fairness can be inserted through peer teaching especially in teaching analytical exposition. It seemed each peer teaching group got chances for greater independence. It started by choosing the topic, discussing topic, sharing arguments. Researchers (such as brown & Hudson 1998) agree with peer teaching and peer- assessment offered certain benefits direct involvement of students in their own destiny, the encouragement of autonomy, and increased motivation because of their self-involvement. In addition, they were working together without the teacher controlling every move. They took some of their own learning decision. The students decided what language to use to complete analytical exposition text. The students in experimental group also could work without pressure of the whole class listening to what they were doing. Decision were cooperatively arrived at, responsibilities were shared.

Conclusion

Finally, peer teaching could solve the problem in teaching analytical exposition text. It proved that the students gained higher score in post-test after they got treatment through peer teaching. In addition, there was correlation between students' achievement and students' good character values. Besides that, the benefit of peer teaching was to foster good character values in learning and teaching process. So, the teachers are able to implement peer teaching as alternative strategy to improve writing skill and develop character education in school.

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AN ANALYSIS OF CODE-MIXING AND CODE-SWITCHING IN EFL TEACHING OF CROSS CULTURAL COMMUNICATION CONTEXT

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Abstract: The objective of the paper is to determine types of code-mixing and code-switching made by teachers and students in EFL cross cultural communication class and to identify reasons for the emergence of code-switching and mixing in the classroom. The data was obtained through observation and in-depth interviews of the second year students of undergraduate program of English in Tarbiyah Faculty, IAIN IB Padang. The finding showed that tag-switching, intra-sentential, inter-sentential, and intra-word were commonly used by EFL teachers and students in classroom. It was also found that the teachers used code-mixing and switching in the process of clarifying certain issues to make them more comprehensible to students. Teachers also do these kinds of switching during their attempt to promote relationship with students, to switch the topic, and to persuade or motivate students to be more engaged in learning English. Meanwhile, the students mix and switch their language to overcome their lack of knowledge of English.

Keywords: *code-mixing, code-switching, EFL teaching, motivational functions, and cross cultural communication*

A number of teaching language phenomena in EFL contexts have been explored in different societies and nationalities resulting in several sociological and psychological understanding of their contributions to either language development or educational program. Code-mixing and switching have been considered as rule-governed behavior and as a communication strategy as well. They serve important communicative and cognitive functions. However, some social stigmas have been attributed to this mode of communication. For example, some ELT experts claim that speakers who use mixing and switching are actually not competent English speakers. This is actually not very true given that code mixing and switching are not only a matter of mixing of two particular languages, speakers are also required to acquire sophisticated knowledge of both languages and cross cultural communication norms. Therefore, those engaged in code mixing and switching are acquire both language and cross-cultural communication norms. Understanding cross cultural norms of certain communities is important to help one avoids misperception in producing certain expressions. This is because language is a system, by which people communicate to one another. Therefore, literature shows that speakers who use code-mixing show a higher level of linguistic competence since it necessitates simultaneous processing of the rules of both languages (Auer, 1996). The ability to engage in code-mixing and switching indicate that speakers acquire a high level of proficient in two languages (Butzkamm, 1998).

As the paper deals with classroom discourse in which English as a Foreign Language (EFL) is taught to multi-ethnic students who study at the undergraduate program of English at Tarbiyah Faculty, IAIN Imam Bonjol Padang. These students have to struggle to have adequate competence in English. Majority of the students are Minangkabau living around the West Sumatra province, while others are from neighborhood provinces. In some ELT teachings, Indonesian was sometimes used during the instruction for the clarity of teaching materials. Some students were observed to use their natives such as Bataknese, Minangkabau, and Javanese during discussion sessions. As most English lecturers' efforts to develop students communicative competence through various tasks and activities, students have been noted to mix and switch, and these may have been responded differently among the lecturers.

Current analysis of code mixing and switching in English undergraduate program at Tarbiyah Faculty of State Institute for Islamic Studies 'Imam Bonjol' Padang was directed to answer the following questions: (1). What types of code-mixing and switching are frequently used in EFL teaching of cross cultural communication?; and (2). What are the motivational reasons to use code mixing and switching in the classroom? Why do code mixing and switching occur?.

Method

A classroom observation was done to 33 students in undergraduate program of English at Faculty of Islamic Education and Teacher Training, IAIN Imam Bonjol Padang academic year 2013/2014. The interview was also carried out to 2 English lecturers and 6 English students to elicit information about why they code-mix and switch in their classroom.

Research Findings and Discussion

Findings

Code-Switching and Code-Mixing in EFL Teaching at State Institute for Islamic Studies

The data in this study are derived from observation checklist. The observation sessions have been conducted in one semester in academic year 2013/2014 in undergraduate program of English at Tarbiyah Faculty IAIN Imam Bonjol Padang.

Intra-Sentential Switching/Mixing

The data indicated that the order of the phrases or sentences is syntactically remained. Each of the examples seems to show a complete sentence. Take sentences in context 1, for example

- I think '*ndak mangarati do bu!*', I have asked my friends"
- Alright, ... let's review our last week material. Who still remember '*tentang pengertian strategi belajar bahasa?*'. Probably Agus, can you explain?.
- Wow Miss..*'banyak bana mah buk!*' 'difficult!.
- Difficult Miss..*'alun siap do buk!*' 'We are not ready, buk!
- Oh my god..*'Seng aku ora iso!*' (Javanese---'Oh my God, I can't do it')
- Do you know....*'a tuh nandikeceak an ibuk tadi?'* (asking to the neighbor).
- '*nda mangarti au aha na idokon ni apak I dah*' (Batak --- 'I don't understand him'!)

The sentences become the subject of intra-sentential mixing and switching which are grammatically correct, meaning the grammatical rules of English are maintained. The examples can also show that the use of code mixing and switching can be due to a kind of a language variation found in a society of bilingual or multilingual speakers, in Indonesian for instance, such a combination is now a common place to most Indonesians, since they are bilingual. People in society tend to mix their sentences with whatever 'high-status languages' they know. Such mixing type could be an example to show *equivalence constraint* regarded as a strategy in social interaction (Appel and Muysken,1987).

Intra-Word Code Switching/ Mixing

Intra-words switching occurs *within* a word, itself, such as at a morpheme boundary. It can be seen in the following examples:

- By the way, *hari ini* who does not come?
- Rina Miss...She *mengikuti* poetry reading competition.
- I am hungry and I'*makan siang*' with my friend Miss... I am so sorry, Miss.
- S: So that we can train our strategy '*yang digunakan*'.... and you can try them.

The examples above indicate that the speakers tend to switch code in a word or phrase as long as the word or phrase does not violate the grammar of either code.

Taq-Switching/Mixing

Tag switching is where the language occurs at the phonological level (the switching of either a tag phrase or a word, or both, from language-B to language-A), as in the sentence 1 and 2. This type of tag switching can be seen in the following example:

- The *konsep* of language learning strategy refers to Oxford's *theorykan*.....
- How can that *conseptnya* **dimplementasikan** to enhance our language learning?.

It is also implied that the words such as *conseptnya* and *theorykan* are some of the words in this type that were used. Each of the words above consisted of two codes, English and followed by Indonesian word *-nya* and *kan*. The words above added by suffix *-nya* and *kan* that come from Indonesian language. In Intra-Lexical Mixing the two codes have been mixed in a word to complete sentences. The examples are in line with what Ayeomoni (2006) said that kind of translation is a kind of *borrowing*, where teachers mix target language with native language term "without bothering to translate". Such kind of translation is regarded as a teaching strategy and is made upon the teachers' decision in terms of individual preference.

Intersentential Switching//Mixing

Inter-sentential switching occurs *outside* the sentence or the clause level. It can be seen in the example:

- We try Miss...we only present the example of strategy in our daily life, **bukankah begitu yang harus dilakukan, Miss?**.

The example deals with the interchangeable use of sentences of two different languages, the so called code switching, which is an ability to switch from one language to another language. Meanwhile the interchangeable use of different words of different languages within a sentence, the so popularly termed code mixing, is seen as a transfer of a linguistic unit (words, phrases, clauses) from one language into another.

Motivational Reasons of Using Code-Switching and Code-Mixing in EFL Teaching at State Institute for Islamic Studies

The interviews with English lecturers and students at undergraduate program of English showed they have a common perception that code switching and mixing encourage active engagement in the classroom. However, the lecturers are concerned with the fact that students will get used to code switch and mix and reduce the sense of necessity to speak English.

English students admitted that they used Indonesian or mother language due to their inability to communicate in English effectively in fact the fact that they are English students. They argue that they are not able to engage in extensive communication in English. The challenge is to strike a balance between strategic use of a first language as a scaffolding tool and allowing sufficient practice in a target language. Excessive use of one at the expense of the other in these contexts could increase the possibility of miscommunication between the lecturers and learners.

Meanwhile, English lecturers acknowledged that they use code mixing and switching to switch the topic, to transfer important knowledge to the students, which is impossible to do otherwise, to promote inter-relationship between lecturers and students, and to encourage students' participation.

English lecturer also acknowledged that it is easier to transfer materials by switching and mixing the languages, since some students may be incapable of understanding materials if only English is used as classroom language. Likewise, students argue that they will have a better understanding on the lessons if they are delivered in mixed language.

Discussion

Some languages either students' first language (local) such as Minangkabau, Batak, and Javanese, second language (Indonesian), or foreign language (English and Arabic) are used to alternate the mode of communication. This fact suggests that English as an international language has been growing simultaneously with other languages that both students and teacher share during communication (cross cultural communication).

Code-mixing and switching among these languages are natural as the effect of language and culture relationship. Expressing some mother or other language other than target one does not necessarily exclude the students from social or community of students learning English but rather, they symbolize or signal of desires to be accepted in the community. Several signals like identity, equality, and mutual respect were taken place during cross cultural communication. Various codes-mixing and switching found in the normal classroom show the existence of self identity that is the characteristics of the local people where the students are from. These students, individually or collectively, are convinced that they have equal rights and responsibility either as members of the class or as individual citizen who keeps and values the democratic principles in the multi cultural and religious life. Besides, they are also aware of the various or differences shared by the members of global society and each of them should share mutual respects. In sum, enlarging students' vision through internationalism and world civilization of English may take them a step further to the understanding and mastery of English.

It can be said that more code-mixing and code-switching occurred in students which indicate lower mastery of target language. In other words, speakers with a low degree of English language proficiency code mix and switch to ensure continuity of conversation. It is obvious from the finding, in which the English lecturers do not encounter major problems communicating in English during teaching. Whereas majority of students prefer instruction through the use of code-mixing and switching to English *per se*. This is because they were novice in their English competence and were difficult to communicate in English.

Under the Local and supported by National Curriculum, academic affairs of State Institute for Islamic Studies, Imam Bonjol of Padang, has made tremendous efforts to revise and improve the curriculum for English every year. In undergraduate program of English at Tarbiyah faculty for example, students were provided with some extracurricular activities such as drama, speech, hunting tourists, English club, and seminars. They were also provided with research and paper writing workshops. In these activities, presentations at later stages were sometimes pictured by unexpected view in which most students show the feeling of being oppressed, threaten, shy, etc. Most students experienced very unsafe and humiliated when they are commented, questioned, or criticized.

Motivational reasons for English students in Tarbiyah faculty used code-mixing and switching was to resolve their language barrier and it is in line with what conventional view (see Pagano, 2010). A majority of EFL learners reported that they switched and mixed the language when they cannot find an appropriate word or expression or when the language being used does not have the item or appropriate translations for the vocabulary needed.

Meanwhile, English lecturer used code-switching to switch the topic, to transfer the necessary knowledge to the students for clarity and comprehension, to build solidarity and intimate relations with the students, and may persuade or motivate students to be closer to the world of English. These motivational

functions are similar to conclusion drawn by Wardhaugh (2002) and Gross (2002) that the speakers use code switching and mixing to build solidarity with listeners, choice of topic, negotiate position of power through their linguistic choices, and perceive social and cultural distance.

What it can be inferred from the above phenomenon is that English language teaching as part of language education in State Institute for Islamic Studies 'Imam Bonjol' Padang has to maintain several principles of using code mixing and switching dealing with goals and method of teaching:

- English lecturer should provide an understanding that the use of code-mixing and switching in the EFL teaching are to recognize the culture, social, and communicative validity of the mixing of two traditionally linguistic codes.
- English lecturer should introduce bilingual education in their EFL teaching.

Conclusions and Suggestions

With regard to the finding, Code mixing and switching help both lecturers and students to identify the relationship among language, culture, and education. In the context of cross cultural communication, as in the case of EFL learning in undergraduate program of English at Tarbiyah Faculty Imam Bonjol Padang, whose main purpose is to uphold the EFL teaching, the use of English in every-life interaction poses significant blocks. In other words, English could infiltrate in such a freezing atmosphere and provides smooth in touch with other local languages. The case of language contacts lead us to predict that borrowing, code-crossing, diglossia, and language shift will emerge in this institution.

The phenomena indicates that the strategy may be transmitted to the education is that teachers must be able to activate students' attributes or repertoires of knowledge and cultures to reach the goals of teaching. A large quantity of materials presented to the students is contra-productive to their cognitive development and yet, teachers have to convince students why they are studying it.

Based on the analysis of data obtained from the participants in this study, the results reveal that tag-switching, intra-sentential, inter-sentential, and intra-word were commonly used in EFL teaching of cross cultural communication. This finding indicates that code-switching and mixing are still favored EFL teaching. In other words, they still play a particular role to help certain learners' or students' interlanguage develop and to help the teachers themselves to help explain in order to make their learners or students understand. This is an interesting phenomenon indicating that the use of first language (Indonesian) or native language (Bataknese, Minangkabaunese, and Javanese), and foreign language (Arabic and English) can never be avoided as long as the teaching of English as a target language is set in non-native countries.

As code mixing and switching signals motivational reasons in EFL teaching of cross cultural contact, language teachers should promote students identity especially related to language behavior, attitudes, and acknowledgment. Basically, students are human beings, zoon politicon, who need to interact in the most respectful manners, and therefore, language teachers need to color their performance with a little humanism. A language teacher also needs to realize the reason why God created human being in different races, colors, and language as well.

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THE USE OF WEB-BASED RESOURCES TECHNIQUE TO IMPROVE STUDENTS' READING SKILL OF EXPOSITORY TEXT

(A Classroom Action Research of the Second Semester Students of IKIP PGRI Bojonegoro, in the Academic Year 2012/2013)

Meiga Ratih

Abstract: The research was conducted at IKIP Bojonegoro, the subjects of the research were the second semester students of IKIP PGRI Bojonegoro in the academic year 2012/2013. The study applied action research technique to improve students' reading skill of expository text through web based resources. The objectives of the research are (1) to identify whether the use of web based resources can improve the students' reading skill of expository text and (2) to describe the teaching and learning situation when web-based resources is applied in reading class. The method of the research is classroom action research. Action research is a way of reflecting on teaching which is done systematically collecting data on everyday practice and analyzing it in order to make decisions about what the future practice should be. The procedure of the research consists of identifying the problem, planning the action, implementing the action, observing the action, and reflecting the result of the research. The data collection involved a number of instruments, namely test, observation, questionnaire, interview, document analysis. To analyze the quantitative data the researcher applied descriptive statistics. To analyze the qualitative data the researcher applied constant comparative method. The research consists of two cycles, with three meetings in every cycle consisting of planning, acting, observing and reflecting. The result of preliminary study showed that the students' reading achievement was very low; the mean score was only 63 which were much lower than the stated passing grade 70. After the use of web-based resources technique in cycle 1 and 2, the research findings show that: (1) Web-based resources can improve students' reading skill of expository text in terms of: (a) Improving students' achievement in reading expository text, (b) Improving students' informational and literary comprehension, (c) Improving students' informational and literary analysis, (d) Improving students' critical thinking; and (2) It can improve classroom situation, in terms of increasing students' motivation and participation, creating live teaching atmosphere, and increasing teacher motivation. The mean score of the students' reading skill of expository text in cycle 2 could reach 79. Realizing that web-based resources is very essential in improving students' skill in reading expository text, there are some recommendation are made based on the research findings: (1) English teacher should implement web-based resources technique and facilitate the media for students to improve students' reading skill; (2) Students should realize that they have potential to have good comprehension in reading expository text; (3) Researchers are expected to use the technique as a starting points to conduct further research in the same field.

Keywords: *Web-Based Resources Technique, Reading Skill*

Background of the study

English is very useful for people to improve themselves in all aspects, especially for the university students. In formal education students need to master, especially reading, in order to pass the examination and to develop their communication in their daily life when they want to apply a job as one of the requirements in the world of work. The fact is, in almost schools, the students' ability of English reading is very poor. According to Burns, Roe and Smith (2002), the ability to read is important to function effectively in a literate society. The Indonesian government has consistently increased efforts to encourage more students to read as reading is an important element of academic literacy (Balitbang Dikbud, 1989: 15). However acquiring reading comprehension is a very challenging task especially for students. The majority of students have difficulties in understanding a text and they are not interested in reading comprehension lessons. Furthermore students' comprehension input may not be sustained as reading is seen as a passive activity by the majority of them.

The survey in the field shows that teaching English at IKIP students is still considered to be far from being expected, especially in teaching reading. From the observation, the researcher conclude some problems and causes which is viewed from reading skill and situation of the class. First, some problems which are faced by the students' reading skill are: 1) The students' competence to recognize and interpret the reading material can be unsatisfying, 2) students' aren't able to distinguish the major points and details of the passage, 3) students are difficult to understand the texts' organization, 4) students find difficulties to understand how the information in the text fits into broader topics and issues.

Some causes that makes students are incapable in reading skill are: 1) students may have limited prior knowledge about the content being read or have limited vocabulary knowledge, 2) the material or the passage may be written at a level that is beyond their current independent reading skill level, 3) the students have lack of

knowledge of how reading is structured as in the elements of story structure, the organization of the material in a text book and the characteristic of the genre of literature being read, 4) students are not familiar with a variety of informational modes such as public documents, print new media, internet websites, biographies, etc.

While the problems and cause which is viewed from classroom situation will be explained in the following paragraphs. Problems in the classroom situation are: 1) the students have low involvement in reading class, 2) students get bored and cannot learn well in the class, 3) students are passive in the class, 4) reading task is still regarded as a difficult assignment.

Pertaining to the students problems being faced, there are many factors causing this. The causes are from students' background and the teachers. The students' various background knowledge, social economic, motivation, and their ability take part in influencing their English reading skill. Besides, no variations in teaching method also take part in influencing students' reading skill.

In this case, one of the ways that can be adopted by ESL teachers to improve students' reading skill is the use of web-based resources technique. Web-based resources have colours, pictures, sounds, animations and video clips which are interactive, user-friendly, motivating and fun (Shneiderman, 1998). It is more flexible than print-based resources and a better option for independent learning. Web-based resources as stated by Somekh (1998) is a learning material taken from various sources in the internet that are given to the students as an innovative learning and it can be considered as a part of teacher professionalism. Integrating online reading resources into reading classes makes it possible to attain higher motivation and more effective reading comprehension (Brandl, 2002).

Research Method

The research was carried out from January 2014 to May 2014 in class 1B which consists of 35 students. The researchers includes the English Reading lecturer and the collaborator work together in designing lesson plan, determining the criteria of success, observing the teaching and learning process, and doing the reflection. One of the researchers acted as the practitioner who conducted the teaching of reading in the class by using web-based resources, while the other is as collaborator played a role as observer who conducted the classroom observation during the implementation of the action.

The design of this study belongs to Classroom Action research (CAR). Kemmis in Hopkins (1975: 44) writes: Action Research is a form of Self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of: (a) their own social or educational practices, (b) their understanding of these practices; and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by individuals, and sometimes in cooperation with outsiders.

Research Instruments

The research instrument in this study were questionnaire, observation checklist, field note and reading test. Questionnaire was distributed to find out the students' responses on the implemented technique. It was used to know the students' perception or opinion during the process of teaching reading using web-based resources technique. Meanwhile, observation was used to monitor the students' performance and participation during the teaching and learning process using web-based resources technique and the use of observation checklist was carried out by the collaborator.

Field note was used for each meeting to record what the observer heard, saw, and thought of the stage of collecting and reflecting data. It covered the strength and weaknesses of the teaching and learning process and suggestion that covered the setting of the class, the classroom atmosphere, the interaction between the lecturer and the students, and everything happening unpredictably. Then, the students' performance recorded in field notes were analyzed descriptively.

A test was administered to the students at the performance test and post test stage. The scoring of the test is based on scoring reading rubric. To analyze quantitative data, the researcher applied the following steps:

Table 1

Calculating the scores of each student by using the following formula (Arikunto, 1998: 38)	Calculating the mean scores of pre-test and post test	Explanation
$S = \frac{\sum R}{N1} \times SM$	$M = \frac{\sum X}{N2}$	S = the students' mark R = the students' score/correct answer N1 = the maximum number SM = standard score M = mean score $\sum X$ = the total score N2 = number of students

Result of the Research

Research implementation of the research can be seen in the following table: **Table 2**

Solution	Web-based resources
Students	Class 1B (2 nd semester, academic year 2012/2013)
No of cycle	2
Cycle 1	
Planning	<ul style="list-style-type: none"> - Arranging a general lesson plan and teaching material - Giving examples of reading websites - Explaining about web-based resources - Giving tasks in each meeting
Action	<ul style="list-style-type: none"> - Giving examples of reading websites (www.englishforeveryone.org, www.phschool.com, www.readingrockets.org, and explanation about web-based resources - Dividing the students into 6 groups, each group consists of 5 students. - Visiting the web, opening the links and analyzing the reading sources/passages by using the form of reading analysis KWL worksheet (know, what, learn), the web reading sources were about “Two Words”, “Chocolate”, and “Soccer”. - Presenting the students’ analysis in front of the class - Doing post test 1
Observation	<u>Students</u> : 1) improved in informational comprehension such as Main idea, summary, inference/prediction, 2) improved in vocabulary
	<u>Lecturer</u> : 1) prepared the material and media well, 2) made notes and comments everything which happened in the students performance, 3) gave too much explanation so the time was not enough, 4) speak too fast
	<u>Classroom situation</u> : 1) alive and enthusiastic, 2) challenging activity, 3) enjoyable
Reflection	<u>Strength</u> : 1) using web-based resources technique can improve students’ reading skill such as informational comprehension, inference, and vocabulary, 2) web-based resources can improve students’ confidence and motivation, 3) the technique helps the students to identify idea, facts, inference and define critical vocabulary well, 3) the technique can decrease students’ reading habit, 4) the technique help the students understand more about current issues which happen in our daily life
	<u>Weaknesses</u> : 1) student were difficult to identify text features, to determine similarities and differences, cause/effect, author’s purpose, and make general statement beyond the text

Table 3

Cycle 2	
Planning	- Revised planning and gave task in each meeting
Action	<ul style="list-style-type: none"> - Giving examples of another reading websites (www.journals.elsevier.org , www.science.direct.com) - Dividing the students into 12 pairs, each pair consists of 2 students. - Visiting the web, opening the links and analyzing the reading sources/passages by using the form of reading analysis KWL worksheet (know, what, learn), the web reading sources were about “Africa”, Houses of the World”, and “Leonardo”. - Presenting the students’ analysis in front of the class - Doing post test 2
Observation	Students : 1) improved in informational analysis such as text features, compare/contrast, cause/effect, 2) improved in students critical thinking such as text’s purpose, evaluates reasoning, extends beyond the text
	Teacher : 1) gave interesting activity in reading class, 2) spoke more clearly
	Classroom situation : more alive, fun, enjoyable for students
Reflection	Strength : 1) web-based resources technique can improve students reading comprehension, 2) the technique can increase students’ analysis, 3) the technique can improve students’ critical thinking, 4) it can improve classroom situation
	Weaknesses : 1) limited network connection

Findings

The summary of the research findings can be seen in the following table. **Table 4**

Research	Before action research	After action reserach
1. Improvement in students' reading skill		
a. Achievement	Mean of pre test : 63	Mean of cycle 1 : 70 Mean of cycle 2 : 79
b. Students' comprehension	The students' competence to recognize and interpret the reading material can be unsatisfying.	Students can describe main idea and uses supporting details from the text
c. Students analysis	students' aren't able to distinguish the major points and details of the passage, difficult to understand the texts' organization.	The analysis can be identified clearly
d. Students' critical thinking	students find difficulties to understand how the information in the text fits into broader topics and issues.	Students can explain extends information correctly
2. Improvement in classroom situation	Students : Not alive, uninteresting reading activities, did not give attention to the lesson, passive . Lecturers : written form, not innovative, did not recognize students' problem, not explore students' potentials	Students : joyful learning, live, interesting activities, gave attention to the lesson, active Lecturers : spoken form, innovative, created worksheet, recognized students' problem

Discussion

The finding of this study showed that the use of web-based resources can improve students' reading skill. Reflecting on the findings this study could prove that web-based resources is very helpful and effective for students in reading. This is supported by Li and Hart (2005) who proved on their journal *Motivating Students in Practicing Reading Comprehension through Web-Based Reading Material* propound that reading materials from web are potential for language learning. The web possesses a number of features which are particularly suited for foreign language learners' growing proficiency in the language. The web offers rich data base of authentic material, excellent tool for interactive teaching and learning English, and besides, it can reach a wide audience at a relatively low cost.

Furthermore, the use of web-based resources technique made the students enthusiastic and gave full attention to the teaching and learning process. Students, generally, will pay more attention when they are faced with something new, at least unlike what it used to be (Elliot, 2001: 214). The students will show better attitude if they are taught using other methods, techniques or materials. By using the technology, the teacher can present materials that are different from the previous one. The teacher can used materials that are taken from the internet.

Conclusion

The researcher has undertaken a research by implementing web-based resources technique to improve the students' reading skill. The researcher has finished all research activities in cycle 1 and cycle 2. The result of the research shows the students improvement in reading skill which can be seen in table 4. It is known that web-based resources can improve the class situation in which students become more active and participate in classroom situation.

Suggestions

Based on the research findings, some suggestions are proposed in order to improve the quality of the teaching and learning process in the future. For English teachers/lecturers are suggested to apply a varied method of teaching and give the students more reading practice. For students are suggested to develop their reading skill in English discourse by reading a lot and use a varied selection of reading websites to improve their reading skill. For institution is suggested to provide internet connections in all classes or rooms at campus and motivate the lecturers to take part in any scientific forum to develop their knowledge and ability.

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THE STUDENTS' EXPERIENCE ON GROUP WORK IN THE CONVERSATIONAL ENGLISH CLASS

Muamaroh

Abstract: The objective of this study was to explore students' experience on group work in their conversational English class. The participants of this study were one hundred and twenty-seven students from Bachelor degree students in Department of English Education in a private University in central Java. The instruments used to gather data were test, questionnaires, interviews, and class observation. This study used experimental research using quantitative and qualitative analysis. Only qualitative analysis was used for the purpose of this paper. The finding discussed on this paper was part of my dissertation in investigating students' spoken English using group work and cooperative learning. The study found that students both in the experimental and control classes perceived both positive and negative experiences when they worked in groups. Working in groups enabled students to gradually get to know their friends better and they became accustomed to sharing ideas in English among classmates. The steps to group students into small groups which improved their spoken English ability were let them freely choose their partners in order to make them feel comfortable. Second, choose the group members whose speaking level was the same. Third, choose their partners whose English speaking level was still the same but with different members from previous meeting. Fourth, choose their group members whose speaking level was different. The last step was let them choose their own partners again, but with the requirement that they always had to choose different partners for each meeting.

Keywords: *Group work, the conversational English class, cooperative learning, spoken English ability*

Introduction

Teaching English in a way that fosters students to communicate in English gets more attention nowadays, particularly at the tertiary level. This is probably because of the need to look for better jobs, where an interview in English is one of the requirements to apply for jobs in the global era. English competence is needed to enter a good school, to get a better job or to be promoted in the workplace (Siregar, 2010, p. 70). The teaching of speaking skills has thus become increasingly important (Mattarima & Hamdan, 2011, p. 288). The development of tourism also boosts the growing number of people using English. In the past, Indonesians studied English only for academic purposes at the university level, but today they need it in order to communicate with other people from other countries at the international level (Widiati & Cahyono, 2006). Moreover, at the tertiary level, English plays an increasingly important role (Halim, 2011, p. 103). Some universities decided on English ability as one of the requirements for applicants, especially to enter postgraduate programs (Emilia, 2005, p. 8). In the private university where the current study was carried out, students from all faculties have to take English subjects from semester one to two to enable them to compete to get jobs at an international level.

Up to now, Indonesian students still experience difficulties in communicating in English. Some Indonesian students still have communicative problems (Muamaroh, 2009; Sembiring, 2003). Students tend to be passive and they only talk when their teachers ask them (Noel, 2008, p. 80). Some students at the university level are generally not able to communicate in English well; one of the main reasons might be because there is not enough English speaking practice for students (Rahmani, 2011).

Cooperative Learning (CL) is an instructional tool whose activities are carried out in small groups. Students cooperate with their group members to accomplish the tasks given by their teachers. A definition of CL by Slavin (1980, p. 315) states that, "the term [CL] refers to classroom techniques in which students work on learning activities in small groups and receive rewards and recognition based on their group's performance." The small groups of CL usually consist of three to four students (Rimmerman, 1996 in Homan & Poel, 1999, p. 4) or less than seven (Oxford, 1997, p. 445). All activities in CL use small groups where students help each other in understanding academic material (Cooper, 1990; Johnson et al., 1998, p. 28; Kluge, 1999, p. 18; Slavin, 1991, p. 71). This approach is an example of a student-centred teaching paradigm (Dörnyei, 1997, p. 491).

The key element using CL is using groups in classrooms. This idea is not unfamiliar to Indonesian students, since Indonesians have a philosophy of *gotong royong* or mutual assistance related to the obligations of the individual toward the community (Bowen, 1986, p. 545). Using CL to improve students' spoken English has not yet been explored much in an Indonesian context. Thus one can hope that CL might be used to enhance Indonesian students' spoken English ability. Only qualitative analysis was used for the purpose of this paper.

Method

The subjects were bachelor degree students in their third semester at the English Department of one of the private universities in Central Java, Indonesia. One hundred and twenty-seven students from four classes agreed to sign a student consent form and join the study. They were taught by two teachers, AF and BM, who also agreed to participate in this study. To preserve confidentiality all data were coded for the participants by XA (experimental) and CA (control) classes taught by AF while BM taught XB and CB classes.

This study used a quasi-experimental design, using pre-tests and post-tests with nonequivalent groups (Mertler & Charles, 2008, p. 276). The instruments were speaking and listening pre- and post-tests, given respectively at the beginning and the end of the semester, interview, questionnaire, student feedback and class observation. The only instruments we are concerned with here were interview and questionnaire. The interview and questionnaire were conducted in Indonesian to obtain more detailed data from all students. There were four classes in the study. Each class lasted approximately 100 minutes a week for a total of twelve meetings throughout the semester. The teaching materials for both groups were based on the syllabus used for the conversational English subject in semester three. The control classes were taught using a traditional approach while the experimental classes were taught using the cooperative learning approach.

All data obtained from participants were coded. In quoting interview data, all details that might identify interviewees were replaced by expressions in brackets to ensure confidentiality; e.g. '(student's name omitted)'. Only statements from interviews that are quoted in this paper were translated from Indonesian into English. All interviews were held in Bahasa Indonesia to obtain more detailed data from all students. The results of questionnaire, interview, class observation and student feedback taken from experimental and control classes were compared then analysed qualitatively to draw conclusions about the students' experience on group work in the conversational English class. The only instruments we are concerned with here were interview and questionnaire.

Findings and Discussion

In view of students' questionnaires and interviews showed students' perception about their conversational English classes using group work. One hundred and sixteen students returned questionnaires and forty one out of them were also interviewed in groups at that time. The quotes from interviews are preceded by abbreviations for students, such as XA1 for a student who was interviewed from the experimental (X) class A, and is the first such student. The results from open questions on questionnaires are also accompanied by abbreviations, such as XA for a result from the open questionnaire from the experimental class A.

In the interview, there were various positive comments by students in the experimental classes about group work. Most of them thought that group work provided them more opportunities to speak and they helped each other to understand lessons. The strong point for group work was they could discuss amongst classmates if they encountered difficulties about the lesson. XA22 commented that "I like working in groups because we can share with each other [about the lesson], if we do not understand about the lesson we can ask for help from others". Others commented as follows:

XA24: I like [group work] because [I] can discuss and share ideas in groups.

XB5: I like working in small groups because this makes students speak, although they sometime use Javanese, but this improves vocabulary. At the end there is a presentation and this improves [our] bravery and confidence to speak [English].

Some other experimental students also commented that working in groups provided them more input to improve their spoken English skills, in particular their English vocabulary improved. This is because they share ideas among group members, and if one did not know an English word, other group members could help him/her. In addition they also could learn pronunciation more during their discussion, since they sometimes corrected each other's English pronunciation.

XA19: I like working in groups. If we speak alone [in front of the class], we use less vocabularies, but if [we are] in group work, there are many inputs from friends, and then we know that our friends have extensive vocabulary and are fluent in speaking and then we are more challenged [to be like them].

XB9: [I] like [working in groups], because in groups [I] have much opportunity to speak with friends. We can discuss, share ideas and when we do not know [the materials] we can ask [the group's members]. We discuss [in English and Indonesian] mixed; but when we present [the group's results we use] English.

It was interesting to find out that some students believed working in groups improved their social skills, such as togetherness and respect for other students' opinions in groups. This also reduced their anxiety to speak English.

XB14: In small groups [we] learn togetherness, although only one student will present [the group's result]; the most important thing is the process [of sharing ideas in groups].

XA17: [I] like it; it is useful because in group work we can share [thing] that we do not know and when we share [them] in groups, we are not afraid or nervous.

Some experimental students commented that their confidence and feeling of courage in speaking English improved while they worked in groups. They state that this is because they had more opportunities to practice speaking. It seemed that the more they practiced speaking among classmates the more confident they were. They also felt that this improved their fluency in speaking English.

XB14: The [advantage] of group work is [I] can speak more and feel confident.

XB11: [My] Vocabulary, fluency and bravery improves.

XA21: [I] am encouraged to speak [English]; I was inferior [about doing] before, [now I am] confident.

There is an interesting comment; one student stated s/he liked group work because the group members always changed.

XA19: I like [group work] because friends [in groups] always change. If friends [in groups] are always the same and the topics to discuss are [also] always the same, this usually makes students bored.

On the open questionnaire, both the experimental and control groups were asked whether they liked speaking English in small groups during class activities. Most of the students liked it with the reasons they had more opportunities to speak English among themselves; they could help each other and discuss materials easier; and they felt comfortable to share ideas among them. They could also speak without feeling ashamed and their confidence to speak English improved. Working in groups built togetherness among their classmates.

In the interview most of experimental students commented that they enjoyed following class activities. Since all class activities required group work, they thought that they participated more in the class. They had more opportunities to practice speaking English and their vocabulary improved.

XA2: It [group work] is very effective because [I] can speak [English] to my classmates more so that [I] am not blank.

XB7: [I] have enthusiasm to discuss [thing in groups] more than speak individually. [I feel] it is easier to share ideas and then [I feel] braver. In individual speaking [in front of the class] only clever students who are able to speak a lot.

XB10: It is amazing; [class activities] improves [my] confidence to speak English and increases my vocabulary, because I lacked of confidence, Mom.

On the open questionnaire students were asked whether their fluency, and their courage and confidence in speaking English increased during class activities. Some experimental students perceived that their courage and confidence in speaking English improved during class activities. Students reported that this was because they were in groups and there were various class activities and these made students practice speaking English amongst them. They had to share ideas in English in the class. They thought that their teacher and classmates were cheerful and friendly therefore they were not nervous to speak, they were also helpful and corrected them when they made mistakes and the teacher always motivated them to speak English in the class. However, some others commented that their bravery and confidence did not improve in the class because they were ashamed, felt inferior, lacked vocabulary, and the class atmosphere made them nervous to speak. Other reasons were they felt ashamed if they mispronounced words and were then laughed at by their classmates, since there were some students who were good at speaking English. One interesting comment was that one student was afraid of the teacher.

Conclusions and suggestions

Students believed that working in group during class activities was very useful for them. The strength of group work is that students could help each other when they did not understand materials, and they could discuss materials easier, and felt comfortable to share ideas in English among them during class activities. Another benefit is that working in groups improved vocabulary, and their fluency to speak English. They could also speak without feeling ashamed and their confidence to speak English improved. Working in groups built togetherness among their classmates.

Biodata

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**THE IMPLEMENTATION OF CURRICULUM 2013 IN ENGLISH CLASS:
INTEGRATING COMPETENCIES IN ENGLISH CLASS
(A Case Study Conducted at Class 9A of SMP IT Ibnu Abbas Klaten
in the Academic Year of 2013/2014)**

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Abstract: Curriculum 2013 categorizes students' competency into four kinds, namely, *kompetensi inti 1* (KI 1), *kompetensi inti 2* (KI 2), *kompetensi inti 3* (KI 3), and *kompetensi inti 4* (KI 4). KI 1 concerns on spiritual aspect, KI 2 is about attitude/social, KI 3 explains theoretical aspect or knowledge, and KI 4 focuses on skill aspect. The four competencies should be integrated in teaching and learning process. Teachers serve a context in which those competencies are covered in harmony. The curriculum 2013 is in trial implementation level for some schools in Indonesia. Therefore, this paper will investigate the implementation of curriculum 2013 especially in the process of learning in which KI 1, KI 2, KI 3, and KI 4 are connected in a unity. To identify a clear description, document analysis, observation, and interview are employed in this investigative case study. The worth of this presentation is to find out a clear description about the implementation of curriculum 2013 in English class.

Keywords: *curriculum 2013, students' competency, pedagogical practice*

Introduction

Nowadays, a change is a must for a nation otherwise they will be left behind by a massive movements and competitions. Change in all aspects must be afforded. The key point to do this is the change of people's mindset in which school is the central motor. School is a tool to build people's mindset that will lead to the action for the better change to their nation. School works under a curriculum. It is a document that contains what the objectives of the education itself and how it will be achieved. Curriculum is plans made as learning guide in the schools, usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classroom, as experienced by the learners and the teacher; those experiences take place in a learning environment that also influence what is learned. Similarly, J. L. Mc Brien & R. Brandt (1997) define curriculum as a written plan outlining what students will be taught (a course of study) and all courses offered at a given school, or all the courses offered at a school in a particular area of study. Here, curriculum is identified as a very significant document that controls the operation of a school.

A curriculum is established based on the recent needs of the nation-what kind of output is needed in the era-. Indonesia is a country with a belief in God. The people embrace to a certain religion as their actualization as the believers. More or less their character, attitude, and behaviour are influenced by their religion. The religion states life principles that must be followed by its believers. Moreover, good character is an important point needed to conduct governmental activities. Indonesia needs this kind of people to lead this nation so that clean government can be achieved. In this modern technology era, smart skilful people are needed as well to develop a new thing to encounter global competition. Realizing their needs, Indonesia summarizes their vision into educational curriculum in which the intended output is religious, high-attitude, smart, skillful people. It is curriculum 2013 as the answer for all the needs. This curriculum mentions that students will be educated in four aspects, namely, *kompetensi inti 1* (KI 1), *kompetensi inti 2* (KI 2), *kompetensi inti 3* (KI 3), and *kompetensi inti 4* (KI 4). KI 1 concerns on spiritual aspect, KI 2 is about attitude/social, KI 3 explains theoretical aspect or knowledge, and KI 4 focuses on skill aspect. Teaching and learning process is done by integrating the four competencies into a set classroom activity. The assessment is also measured through the four competencies. It is hoped the vision is achieved through this process.

Curriculum 2013 has not been conducted by all schools around Indonesia yet. It is done for trial in some schools in 2013. The curriculum will be carried out widely in Indonesia in 2014. A preparation must be arranged in order to apply the curriculum well including how the curriculum will be carried out in the classroom. Therefore, Ibnu Abbas, an islamic junior high school that will implement curriculum 2013 in 2014 has trial time for conducting this curriculum especially English subject. This research identifies how curriculum 2013 is implemented in English class, the impact of its implementation toward students' competencies, and problems that handicap the implementation.

Curriculum 2013 is outcomes-based curriculum in which the development is directed from the competency achievement that's formulated in graduate standard competency (SKL). In its implementation, curriculum 2013 is descended into *kompetensi inti* (K 1). *Kompetensi inti* is the quality that must be had by the

pupil. It is categorized into four, namely, KI 1, KI 2, KI 3, and KI 4. *Permendikbud no. 68 th 2013* explains the four competencies as follows:

1. *Kompetensi Inti-1 (KI-1)* concerns on spiritual aspect;
2. *Kompetensi Inti-2 (KI-2)* concerns on attitude;
3. *Kompetensi Inti-3 (KI-3)* concerns on knowledge; and
4. *Kompetensi Inti-4 (KI-4)* concerns on skill.

Later on, for every *KI* is divided into *Kompetensi Dasar (KD)* or basic competency for each subject. The students' capability is measured based on the basic competency whether they have already achieved the passing grade.

To apply curriculum 2013 in the class, there are various methods proposed. One of them is Project-Based Learning (PjBL). Grant in Schwalm & Tylek (2012: 2) describes PjBL as an approach to instruction that emphasizes authentic learning tasks grounded in the personal interests of learners. Through Project-Based Learning, students can acquire a personalized understanding of new content based on their participation, inquiry and investigation of primary sources and other learning materials. They build and demonstrate new knowledge and skills through self-directed learning and active engagement with content. Projects, by design, need to be worthy of the time required to complete them. In summary, PjBL is a learning method in which the students will learn through the project they are producing. Project involves students in a constructive investigation, project is student-driven to some significant degree, project is realistic, not school-like, and collaboration is as the strategy.

Methodology

The research is classified as qualitative research in which it tries to roll out the implementation of curriculum 2013 in English class. It uses three techniques to collect the data. Those are document analysis, observation, and interview. Document analysis is done to identify the document behind all activities conducted, such as syllabus, lesson plan, etc. Besides, it is used to find out the students' background, for examples students' score. Meanwhile, observation is carried out to identify a clear description of what happen when curriculum 2013 is being implemented in English class. In line with Burns (1999: 80) he says that observation is taking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated. In addition, to know the students' feedback dealing with the new curriculum implementation, interview is employed to the students. Cohen, Manion & Morrison (2007: 349) state that interview is a flexible tool for data collection. Interview is a simple way to get data. However, purposive questions must be well prepared otherwise it cannot dig deep information from the students.

Findings

A. The Implementation of Curriculum 2013 in English Class

The implementation is seen step by step of teaching, from the preparation until the assessment. The procedure is closely related to the material will be taught and the method will be implemented. The method is PjBL while the material is based on the syllabus used. It has already been mentioned K1 to K4 in syllabus. They are as follows:

<i>Kompetensi Inti</i>	<i>Kompetensi Dasar</i>
<i>K1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.</i>	<i>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.</i>
<i>K2 : Menghargai dan menghayati perilaku (jujur, disiplin, tanggungjawab, peduli, santun, rasa ingintahu, estetika, percaya diri, toleran, motivasi internal, pola hidup sehat, ramah lingkungan, gotong royong, kerjasama, cinta damai) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</i>	<i>2.1 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</i>
<i>K3 : Memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural dalam, ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.</i>	<i>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, sesuai dengan konteks penggunaannya.</i>

<p><i>K4: 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori</i></p>	<p>4.3 <i>Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keharusan dan himbauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</i></p>
	<p>4.4 <i>Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang maksud dan tujuan melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</i></p>
	<p>4.5 <i>Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang suruhan dan larangan melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</i></p>

After the competencies that must be mastered have been identified, teaching steps are arranged as follows:

<p>Preparation</p>	<ul style="list-style-type: none"> ➤ Teacher creates a context in which the students will learn through. The material is speech in which it contains recommendation expression and prohibition. The project is in form of preaching. ➤ Teacher gives a complete instruction to the students dealing with the project must be made.
<p>Teaching and Learning Process</p>	<ul style="list-style-type: none"> ➤ Students observe some preaching models. ➤ Students identify some key points on how to write and deliver preaching well. ➤ Students write the written form of preaching. They do it in a group so they can give suggestions. ➤ Students consult the draft to the teacher. ➤ Teacher gives correction to the students' draft. ➤ Students revise their composition. ➤ Students rehearse alone. It can be in front of the mirror. ➤ Students rehearse their performance in front of their friends and ask for comments. ➤ Students give comments each other. ➤ Teacher gives feedback to the students' performance and motivates them to do better.
<p>Assessment</p>	<ul style="list-style-type: none"> ➤ Teacher does assessment in form of preaching video. ➤ Spiritual and attitude/social assessment are done through daily observation and any information from students' friends and other teachers. ➤ Teacher has informal conversation as well to identify it well. ➤ Knowledge assessment is scored through their composition. It represents whether the students understand the material well. ➤ Skill assessment is taken from their performance in preaching.

B. The Impact of Implementing Curriculum 2013

Implementing curriculum 2013 in English class is challenging since there are four aspects must be integrated in teaching and learning process in harmony. The description of the situation when this curriculum is being implemented is categorized into four aspects in line with the competencies must be achieved.

1. Spiritual aspect

There are many positive things taken from this research especially in spiritual aspect. Students deliver good value in preaching. Student MM tells about thank to God. MM says that he preaches about it because he wants to remind his friends and especially himself to always thank to God. Besides, student AH tells about the importance of keeping the environment clean. He states that when he says about it he also wants to do so. This aspect is also identified during observation in which the students are eager to speak English since it is used as international communication.

2. Attitude/social aspect

Through preaching, the students aware that they should implement what they preach about. They feel that they have responsibility to do the good value they tell. Student IH says that it is just a boasting when a person does not do what he advises to someone else. Moreover, through the process of making the project, the students have chance to be more confident.

3. Knowledge aspect

The students are actively involved in learning process. This activity lets the students experience what they need to understand. They summarize the important points and practice to make their own written preaching. Correction from the teacher makes them aware their mistakes and then, they revise their draft. It is very effective learning style. The students' score for knowledge is up then 80.

4. Skill aspect

Project really engages students' motivation to do the best. They practice seriously. They do not hesitate to have practice out of the class with many eyes looking at them. Their rehearsal in front of their friends let them to get feedback dealing with their fluency, pronunciation, and also performance.

C. The Problems in Implementing Curriculum 2013 in English Class

The process does not always run well. There are some problems during the implementation. The identified problems are:

1. Since curriculum 2013 requires the active participation of students, the learning process takes time whereas the time has been strictly scheduled.
2. The four assessments demand the teacher to have detailed assessments including ongoing assessment for every class meeting. It makes the teacher tend to be busy in assessing than in teaching.
3. Assessing spiritual and social aspect needs to know more about the student not only as the students but students as believer and society member. The teacher does not only know their students but know well. Otherwise, the result of assessment does not reflect the students' quality.

Conclusion

Based on the research, it can be concluded that when curriculum 2013 is ideally implemented in English class of SMP IT Ibnu Abbas, there are many advantages that can be gained. To conduct this curriculum well, a long time allocation is needed. However, teacher especially English teacher can implement this curriculum well. It requires high creativity of the teaching.

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Biodata

My name is **Nur Eka Yulia Ngestia**. I am an English teacher in Ibnu Abbas Islamic boarding school. Now, I have been a teacher and a student as well. I have been studying in English Department, graduate program, UNS. I am interested in educational research because the quality of education can be improved through research.

THE POSTER PRESENTATION: AN EXERCISE FOR HIGH SCHOOL STUDENTS IN EMERGING CREATIVITY, LEADERSHIP AND TEAMWORK IN ENGLISH AND ARTS CLASS

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Abstract: Poster presentation for high school students are used as medium of knowledge and experience transfer. Posters also provide a means of publication for learning process that the students did inside and outside the class. There was a little research on this topic of interest has been undertaken in Indonesia, particularly, for senior high school students. With these in mind, the qualitative study specifically examines challenging and benefits of creating poster presentation based on the Eldest Project (Entrepreneur and Leadership Day) in SMA Labschool Jakarta. The study also looks at the roles of teacher and students in the entire learning. A total of 260 students in grade 12th participate in this study. In group of ten, they were assigned to perform a series of tasks, including (1) creating the product; (2) creating poster; (3) promoting the product using poster; (4) creating and writing poster presentation; (5) presenting the poster presentation. Drawing these data, the study present reports on four findings, that are: (1) creativity; (2) leadership and(3) teamwork.

Making Connection: Poster Presentation for Empowering Arts, Language Skills-Writing and Speaking

K12 Arts and English teachers in Indonesia conduct final exam for their students for describing writing skill annually. It is a freedom for teachers to choose the activity based on the government syllabus. It could be the simplest one to complicated activities. Despite having the English final exam for K 12, our school has a good experience in conducting the integrated lessons. We called it as Eldest (entrepreneur day). It is a complicated and meaningful lesson for K12 students. There are some subjects included in this activity, economics, English, and arts.

The students are planning to create something that can be sold to other students, their teachers, their parents and their friends. Some of them sell foods, some students sell t-shirt and other students sell bag or stationery. They create it and they cook the food by themselves. Then, after having plan, they create a poster. This is for promoting the things that they want to sell. They promote it directly and indirectly by meeting people and making use of social media. After selling the things on the special day, we call it "Eldest" entrepreneur day, they create poster presentation. They work in team to give explanation of what they have planned and done. This activity gives motivation for the students and teachers. They are always waiting for this event and the most important thing is all of us are happy.

Poster Presentation for Empowering Arts and Language

Learners come and go to attend the classroom without anything to do or anything to learn. They just want to meet, chat and chat, and plan fun thing with their friends. They get energy and something important from their friends and teachers as Denne (2013) that knowledge is created through the connection between what is already known and new information that is being presented. Every day, students need to do new things. This will lead them to make use the previous knowledge and skills they have to get the practice. Poster presentation is one of the new things for high school students in my school.

As an 15 years English teacher and 20 years art teacher, we would like to create innovation in the activities given to my students. We get the idea to have poster presentation that is suitable for 12 graders. It is undoubtful that to be 12 graders are not easy. They have to prepare their national exam and prepare to have university entrance test. So, it is a wise to be teachers to consider the tasks they should do to the final exam that is conducted by school program.

Poster presentation is one of the activities in the project for 12 graders in my school, 'eldest' entrepreneur day. There are 4 subjects works collaboratively, entrepreneurship, economics, arts and English. Each of subjects has their own tasks. In doing this project, they work in team of 10 students For English subject, students do the poster presentation. The content of the poster is describing about planning, promoting and selling the product, the result and the evaluation in doing this project. They should write and compose the poster into three A1 platform. After finishing their poster presentation, the students present it in the classroom. They have to explain the process of their project orally and answer some questions from teachers and their friends.

By experimenting in designing, writing and speaking about their own project in their poster presentation, the students moved towards literacy and the ability to use English in communication. It is a connecting door to empower students with language in use for their future life. In short, poster presentation gives a chance for high school students to have a liberty for expressing their experience and students may be required to become competent in both written and spoken communication. As Hess (2010) stated that posters serve as a source of information, a conversation starter, a summary of the students' work and advertisement of the students' work. The poster presentation empowers language for high school students in preparing them into the higher level of their study.

Poster Presentation for Creating Leadership, Teamwork and Creativity in the Classroom

One of the roles of English teacher for their students is introducing character education. This is crucial for today learning and teaching process. It is not enough to have linguistic competence, it is needed for students to have good characters as Firth (2006) said the advantages of these poster presentations include lots of out of class researching and use of class time for collaboration in groups, little or no reading of notes in the presentation and highly motivated students working.

Creating poster presentation gives good characters for students. The students work in group, they have to plan to create something to be sold in the project, they have some discussions related their promotion.

In this activity, poster presentation gives a chance or students to dig up their leadership by working in team and dig up their creativity as Rowe and Illic (2011) said poster viewed as a combination of creativity and scholarly activity. These two characters are very important in doing this project. Since it needs 6 months to do all the tasks altogether. From planning, designing the product, promoting by making poster, selling the product and reporting the project through poster presentation.

There are 3 main activities of creating poster presentation for empowering writing and speaking skills. They are planning, processing, and reporting. The first activity is planning. In this phase students plan to create their product. Some group choose to create food product, some of them choose to design t shirt, bag and pencil case. Also, they write some plans in budget the product, design the poster for promotion and write advertisement for social media such as twitter, facebook, whatsapp, youtube and instagram.

The second activity is processing. The students prepare to sell the product. In the same time, teachers and parents are as the adjudicators of the product and the presentation in selling the product. Students work together in to prepare all the things. At last, in the third activity is reporting. The students create 3 posters: the plan, the process, and the result. They present the posters in front of the teachers and their friends. In this phase, the students write all their experiences in doing this precious activity.

The evaluation done by arts and English teachers for the poster presentation based on these two rubrics:

English Oral Presentation Rubric

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.

<http://rubistar.4teachers.org/index.php>

Art Rubric

CATEGORY	4	3	2	1
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Graphics - Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

<http://rubistar.4teachers.org/index.php>

Conclusion

According to teachers who have worked with poster presentation, there multiple benefits to do project based learning of poster presentation. Some of the benefits are the increased leadership, greater motivation to work in teamwork and greater motivation to work a task creatively and increased confidence as speaker and the ability to use poster presentation as a means to communicate and express ideas. Other advantages are that students can make use of poster presentation as the bridge for English language learners from high school students to university students.

Teachers can also benefit from poster presentation because it allows them to connect with all students in project based learning and learn more about what their learners creativity and leadership. Writing the students experience as the evaluation for the other project based learning will also enrich the experience for teachers in teaching arts and English collaboratively.

We encourage teachers to try poster presentation as the project based learning in their school. It must be emphasized that this can be implemented in myriad of ways greater or less teacher effort and involvement. As teachers experiment to find the way that best suits them and their classes.

The main objective of using poster presentation in arts and English language classroom is to give students more time and opportunities for creative writing and speaking so they can experience the pleasure of communication through written and spoken ability.

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Biodata

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POLITENESS INCLINATION OF TEACHER AND STUDENTS IN AN EFL CLASSROOMS INTERACTION

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Abstract: Politeness in language teaching is an integrated pattern of human interaction that includes thoughts, beliefs, values, manners of interacting, communications, relationships and languages. Therefore politeness can not be considered an isolated component of language learning. This present study aimed to discuss politeness tendency of teacher and students in English classroom interaction in senior high school. The data were video-recorded spoken texts from eight different classroom settings. Brown and Levinson's (1987) framework of positive politeness or negative politeness is adopted to examine the politeness tendency of teacher-student interaction. A qualitative analysis reveals that teachers tend to employ both positive and negative politeness, and students do as well. It is argued that, because of the roles assigned to the teachers in class, they use the politeness for developing cooperative atmosphere of learning and for creating empathy in teaching relationships to stimulate positive conditions and interactions. As both teachers and students have the same cultural background, they confer a respect to each other. In the teachers' perspective, they need to protect students' self-esteem, and provide students a suitable treatment to encourage their learning.

Keywords: *politeness tendency, positive politeness, negative politeness*

Introduction

Learning a foreign language develops not only understanding and practicing how to express ideas, feelings, beliefs in spoken and written in the target language, but also how to behave linguistically; therefore, the learners of the language must be aware of how to employ politeness in different communicative acts in their interactions. Linguistic competence alone is not enough for learners of a language to be competent in that language (Krasner, 1999, p.82). Instead of linguistic competence, language learners need to understand culture, context and politeness to be able to function and communicate appropriately in the target language. Culture should be an integrated and a consistent part of language teaching and learning, instead of the idea of culture as an isolated entity to language competence. Context of language use is a social event which means that linguistic and interactional choices contribute to and construct the relationship between the participants. Politeness is a fundamental part of culture which shapes human behaviour within a society.

The main competence of learning English as foreign language (EFL) is communicative competence. Communicative competence proposed by Murcia et al. indicates that the English learner's competence involves not only linguistic competence, but also socio-cultural competence, interactional competence, formulaic and strategic competence (Celce-Murcia, 2007, p. 45). In communicative perspective, culture and context awareness must be placed as an important instrument in language learning. It means understanding appropriate behavior in a given situation, and knowing what is appropriate to say to whom should be considered in learning and teaching process. Politeness should be considered as an important instrument in classroom interactions as it is a factor that determines what a speaker says and how he/she says it and how to maintain harmonious and smooth social interaction, and to avoid the use of potentially threatening or damaging the face.

Furthermore, the implication of employing politeness for classroom instructions in learning and teaching process provides better learning outcomes and is effective in developing learners' performance. Using politeness in teacher and students interaction stimulates classroom condition more conducive that make students feel comfortable to interact with their teacher. Moreover previous study on politeness strategies in English as a foreign language (EFL) classroom interaction in Indonesia senior high school context shows that teacher and students employ positive, negative, and bald on-record strategies. The positive politeness strategy is realized on reducing the threat of face, expressing sympathy and enthusiastic, showing respect and intimating their relationship. The negative politeness strategies are expressed to soften the direct expression, lessen the imposition, and create an impression of option. While bold on record strategy is mainly employed by the teachers because of their authoritative role in the class on performing command, request, or giving instructions (Senowarsito, 2013, p.94). Those strategies create positive condition and cooperative atmosphere of learning in the classroom.

The question concerns on how politeness principles work in classroom interaction between students and teacher. This present study specifically aimed to discuss politeness inclination of teacher and students in English classroom interaction in Indonesia senior high school context.

Politeness

The paradigmatic framework of politeness research comes into sight the fact that politeness now represents a social norm that can be observed empirically towards pragmatics. The topic of linguistic politeness becomes the focus of attention on various aspects of human communication. This present study discusses politeness of teacher and students in English classroom interaction perspectives. The theoretical framework adopted for the present study is mainly based on Brown and Levinson's theory (1987) which is an investigation of certain aspects of linguistic politeness in the human communication.

Brown and Levinson's theory relies on three basic notions: face, face threatening acts (FTAs), and politeness strategies. They assume that each participant is endowed with what they call "face". Face refers to the respect and self-esteem in public or private situations. An individual's face consists of two wants: the freedom to act without being impeded by others and the desire that others approve of, or value one's wants. The first refers to negative face and the latter is called positive face. One's negative face includes claims to territories, to freedom of action and freedom from imposition. One's positive face involves the needs for social approval, or the want to be considered desirable by at least some others. FTAs are acts which may threaten to the addressee's and the speaker's positive and negative face. Those acts violate the hearers need to maintain their self esteem, and need to be respected. The speech acts which potentially threaten to negative face are requests, orders, suggestions and advice. The speech acts, such as expressing thanks and accepting offers are also possible to threaten the speaker's negative face, if those acts are interpreted as a way of accepting a debt and humbling the speaker's own face. While apologies and accepting compliments are seen as threatening to the speaker's positive face since the speaker might feel that s/he has to respond the compliment in one way or another (Brown and Levinson, 1987, pp.65-68). FTA intensity is expressed by weight (W), which includes the degree of disturbance or rate of imposition (R), the social distance (D) between the speaker and the hearer, and authority or power (P) owned by interlocutors (Renkema, 1993, p. 14).

As part of a strategy for maintaining interlocutor's face, the mutual interest of participants in a conversation is to maintain their face from others. Since any human interaction comprises communicative acts whose content threaten the face of the speaker or addressee, thus politeness strategies are developed in order to save the hearer's face. Usually they are some efforts to avoid embarrassing the other person, or to make the addressee feel comfortable. Politeness strategies are developed for dealing with these FTAs. Some acts are intrinsically threatening to face and those require softening (Brown and Levinson, 1987, p. 24). The interlocutors can use both strategies the negative face strategy or positive face strategy according to the situation and the social relations. Politeness strategy in this case can be understood as an effort to prevent and/or repair damage(s) caused by the FTA. Politeness, face work technique, which aims to get the so-called solidarity politeness positive face, can be done with honors, while politeness is done for the purpose of politeness instead called respect, it can be done by performing cooperative actions in communication (Renkema 1993, p.13).

The aim of politeness in social interactions is to maintain harmonious and smooth social interaction, and to avoid the use of potentially threatening, even damaging the face. The politeness maxims proposed by Leech (1983) (see Jumanto, 2008, pp.44-45) is the strategy of keeping the face in the interaction, by maximizing the positive things to others and minimize the positive things in speaker, himself, which are generally based on four notions: cost and benefit, dispraise and praise, disagreement and agreement, and the sympathy and antipathy. Brown and Levinson (1987) distinguish politeness strategies into positive politeness strategy used to show intimacy, closeness, and relationships, and negative politeness strategies used to show the social distance between the speaker and the hearer. Ide (1989) asserts that politeness is the basis for maintaining and improving communication, which is based on status and social level, power and structures of kinship, and situation (formal or informal). Furthermore, Lakoff (1990) explains that cultural differences will provide a different emphasis on each rule. Culture will affect the strategy on (1) social distance characterized impersonality, (2) deference characterized by respect and (3) camaraderie characterized by assertiveness.

Relating to politeness concepts, politeness is the use of the right word or phrase in the proper context, which is determined by the rules that are prevalent in society (Arndt and Janney, 1985a). Speech acts can be categorized polite if the speech: (a) does not contain any speakers' coercion or vanity, (b) gives the option to the speaker to do something, (c) provides comfortable and friendly to the hearer (Lakoff, 1990 cited in Jumanto, 2008, pp. 44-45). According to Gu (1990), the notion of face in the context of China is not considered as psychological desire, but as societal norms. Politeness principle is considered as a belief that individual behavior must be adapted to the expectations of society on respect, modesty, and warm and sincere attitude. Likewise, Blum-Kulka (1992) affirms that politeness is based on cultural norms and cultural scripts, and considers that the

concept of desire (face wants) is tied to a particular culture. It is influenced by P (power), D (distance), and R (relationship), and also affected by speech events.

It can be summarized that politeness is: 1) the use of an appropriate word or phrase in the appropriate context, which is determined by the rules that are prevalent in society; 2) in social interaction, to maintain politeness is to maintain harmonious and smooth social interaction, and avoid the use of potentially threatening or damaging the face; 3) The principle is based on the use of politeness intimacy, closeness, and relationships, as well as the social distance between the speaker and the hearer; 4). People choose and implement certain values in certain pragmatic scale, according to the culture and conditions of the existing situation in social interaction (Senowarsito, 2013, p.85).

Research Method

This present study aimed to discuss politeness inclination of teacher and students in English classroom interaction in senior high school. The data were video-recorded spoken texts from eight different classroom settings where English was as the object and the medium of teaching learning process. The subjects were eight non-native English teachers in eight different classes. The students in the English lesson were the 11th and 12th graders of four state senior high schools in Semarang.

The analysis was based on politeness concepts proposed by Brown and Levinson (1987), Leech (1983), Grice (1975, 1981), and Lakoff (1973, 1990). To support the analysis, it is also employed some politeness concepts introduced by Ide (1989), Gu (1990), Blum-Kulka (1992), and Watts (2003). As the forms and the politeness strategies used by Javanese are really bound by the Javanese concepts, thus it is also seen from the politeness in Javanese perspectives.

The data were analyzed based on the model analysis introduced by Spradley (1980), which involves making a domain analysis, a taxonomic analysis, and a componential analysis, and discovering cultural themes. This analysis focused on the teacher's and student's use of the politeness in classroom interaction. The researcher concerns with the verbal expression of politeness that is, the use of words and sentences or any other linguistic markers. Verbal expressions uttered by the speakers were recorded in an audiovisual recording set and they were then transcribed into orthographic symbols from which verbal signals could be identified. At the same time of the recordings process, field notes were taken to help the researcher better identify the existence of non-verbal signals. However, the non-verbal signals were considered as supporting information in the discussion. Other steps were to conduct a peer discussion and verification in order to have deeper insights into this study.

The Findings and Discussion

The object of the study was speech acts used by teacher and students in English classroom interaction. As the interaction between teacher and students is conducted in English and sometimes switches into bahasa Indonesia or Javanese, and the interaction among the students mostly uses Bahasa Indonesia and Javanese respectively, the main data is English utterances. Indonesian and Javanese utterances as a result of code switching that happen in their interaction will be considered as contexts entities.

The data shows that the speech acts produced by the students and teacher in their interactions are mostly assertive (47, 65%), directive (41,79%), and expressive (10,32%). The assertive speech acts are realized on statement, explanation, confirmation, reaction, agreement, and disagreement. Directive speech acts are realized on giving instruction, encouraging, motivating, requesting, and asking question. Expressive speech acts are realized on showing appreciation, greeting, addressing, thanking, apologizing, and leave-taking.

The data shows that in classroom interaction, the teacher mostly dominated on producing directive speech acts, such as giving instruction, requesting, and asking question (40,28%), while students only produce 1,51% directive speech acts, mainly on confirmation, asking questions and requesting. A reason on such condition, it is because of the lack of encouragement of the student using linguistic expressions of the target language in their verbal interaction. The students performed mostly on responding teacher's instruction, questions and encouragement. The students tend to use non-verbal expressions showing cooperation, sympathy, respect and intimate their relationship, and a friendly-facial and enthusiastic expressions. In this case, the students often violate the maxim of quantity, quality, relation or manner because of insufficient productive skills in target language. On the contrary, the teacher may flout the quantity maxim by providing more information than required because he or she takes answering questions as a way to increase the student's linguistic input.

An ethnography analysis reveals that the teachers tend to employ positive politeness for developing cooperative atmosphere of learning by positioning him/herself less powerful or keeping close to students, and reducing the threat of dignity of students. Excerpt (1) shows how teacher employed positive politeness. Instead of using "*children*", the teacher used an identity marker "*captain*" for calling student. For the same purpose, the other observed teachers used "*the name of the student*" or group identity marker "*class*" or "*guys*" for calling student(s).

- (1) Teacher : The captain, please lead to pray!
 Student1 : Yes.. ma'am.... Let's pray together
 Finish.
 Teacher : Alright, Good morning everybody
 Students : Good Morning, ma'am
 Teacher : Are you very happy today?
 Student2 : yes.....
 Student3 : Everyday I'm always happy
 Students : hahahaha.....
 (Source: sma1_g1_k2)

In the excerpt (1), it can be identified that the students tend to employ positive politeness as well. By using “*ma'am*” to call a female teacher as in excerpt (1) and using “*sir*” to call a male teacher, the students gave respect and feel close to the teacher. This conversation indicates that the two parties have close relationship. This was demonstrated in the utterance ‘*Are you very happy today?*’ ‘*yes*’ and followed by student’s expression of joking ‘*Everyday I’m always happy*’ ‘*hahahaha...*’.

The other positive politeness employed by the teacher and student(s) are found on their utterances that indicating to lessen the social distance and the power inequality of the students and the teachers, to place teachers as respected elder person and the single authority in teaching learning process in the class, to give weight to the students' participation on giving opinions, feelings and ideas by reducing the power of the teacher on her/his better knowledge and experiences, and to make a joke. The close relationship between the teachers and the students are much influenced by the understanding of the teacher on learner-centered concept. The atmosphere of classroom interaction should be created to activate students to participate and interact in learning and teaching process teaching.

The limitation of the linguistic ability of students may also have contributed to the difference in strategy choices. Sometimes, the students used short expression in their response(s) to the teacher’s question(s), because of inadequate knowledge or skills in English. There were some utterances violating the politeness principle, quality maxim, yet they were acceptable in the classroom. Both the teachers and students tried to make their contribution such as it was required. Moreover, because of the limitations of utterances to express something, it was possible politeness expressed non-verbally. Non-verbal forms of politeness were shown by the teacher walked over towards students with a friendly-facial expressions as well as students welcome greetings to enthusiastic teacher with full attention.

Senowarsito (2013, p.93) asserts that mostly negative politeness were employed by the teacher to avoid giving offense by showing deference or to avoid imposition on the students, the teacher modified direct expression with the conventionally polite expression ‘*please*’, as in ‘*Come on. Please come here*’. Another negative politeness employed by the teachers is involving personally the students to lessen power and distance by creating imperative expression. To soften the requests, the teachers first used the affirmative form to satisfy a request, and to lessen the power of the message by creating an impression of option, in that sense serving as a politeness device, as in excerpt (2)

- (2) Teacher: ‘Ok,... yeah! err..err..err because now we are err..err..err.. we talk to the ..you know the writing cycle. So, it’s time for you to produce your own advertisement but don’t worry to do that individually, you will err..err..err.. work in groups. Ok!’
 (Source: sma2_g1_k1)

In the classroom context with its asymmetrical power relationship, teachers were in the position of institutional power and it could be argued that this gets partly expressed through the use of direct strategies. The expression ‘*bring your note!*’ indicated that the teacher did not try to minimize the threat to the students’ face. These strategies were common and acceptable in classroom interaction as they felt that they had a close relationship (Senowarsito, 2013, p.93).

Conclusion and Suggestion

The speech acts produced by the students and teacher in their interactions are mostly assertive (47, 65%), directive (41,79%), and expressive (10,32%). The assertive speech acts are realized on statement, explanation, confirmation, reaction, agreement, and disagreement. Directive speech acts are realized on giving instruction, encouraging, motivating, requesting, and asking question. Expressive speech acts are realized on showing appreciation, greeting, addressing, thanking, apologizing, and leave-taking. The teacher dominated on directive speech acts (40,28%) such as giving instruction, requesting, and asking question, while students only produce 1,51% directive speech acts, mainly on confirmation, asking questions and requesting.

The teachers tend to employ positive politeness for developing cooperative atmosphere of learning by positioning him/herself less powerful or keeping close to students, and reducing the threat of face (of dignity) of students. The students tend to employ positive politeness as well to give respect and feel close to their teachers. Both the teacher and student(s) employed positive politeness that indicating to lessen the social distance and the power inequality of the students and the teachers, to place teachers as respected elder person and the single authority in teaching learning process in the class, to give weight to the students' participation on giving opinions, feelings and ideas by reducing the power of the teacher on her/his better knowledge and experiences, and to make a joke.

Negative politeness were employed by the teacher to avoid giving offense by showing deference or to avoid imposition on the students and involving personally the students to lessen power and distance by creating imperative expression.

As people use language to transmit information, language must be used in a manner that will not cause friction between the interlocutors. Kasper (1989, pp. 42-43) has asserted that knowledge of how politeness principles work in the target culture and what politeness values are carried by the alternative realization procedures are, indeed, key, in the acquisition of pragmatic (i.e., communicative competence in a second/foreign language).

People are increasingly concerned with the question of how to communicate without friction. Thus the study of linguistic politeness has been applied to the real world issue of how to achieve smooth communication. In the present study, linguistic politeness is as a social phenomenon. Understanding politeness properly might constitute an important key to the understanding of a number of sociolinguistic problems.

This result of the study can give initial contribution on how pragmatics develops understanding of the inter-language of foreign language learners. In fact, in EFL classrooms, the English language becomes an object of learning, rather than a tool of communication during the lesson.

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STUDENTS' PERCEPTIONS ON ORSA (ORDERLY ROWS SEATING ARRANGEMENT) IN EFL CLASSROOM

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Abstract: This study aims to reveal the students' perceptions on orderly rows seating arrangement (ORSA) as well as to investigate their English as a Foreign Language (EFL) classroom seating arrangement preferences. This is a case study using questionnaire and interview as data collection strategies. The participants of this study are 45 tenth to twelfth graders in one of private Islamic senior high schools in Bandung. In analyzing the collected data, transcribing, coding, categorization, and quantification into percentile are performed. Harmer's (2007b) classroom seating arrangement classification is used as the framework in this research. From the assembled data, it is known that more than half students (55.56%) have a positive perception on ORSA. Nevertheless, the data demonstrates that almost every participant (82.22%) covets the changeable classroom seating arrangement. Those findings are supposed to serve as the basis for EFL teachers in managing classroom seating arrangement in order to vary the students' EFL learning experiences. It is also expected that this study provides the additional literature for researchers who are interested to conduct the similar study.

Keywords: *students' perceptions, Orderly rows seating arrangement, EFL classroom*

English as a Foreign Language (EFL) classes require varied activities. Those varied activities need students' involvement. One of the most effective ways to encourage students' involvement is to set up the appropriate classroom seating arrangement based on the classroom activity and the aim of teaching learning process. Classroom seating arrangement is not only about how to place the metal, iron, or wooden chairs and tables; but it also deals with lesson sequences, students' involvement and enthusiasm, classroom activity and interaction, and the learning process goal (Johnson, 1982; Brown, 2001; Harmer, 2007a; Zerin, 2009; Loftly, 2012; Fernandes & Huang, 2013). It greatly influences the amount and type of interaction, participation, and academic achievement (Johnson, 1982; Fernandes & Huang, 2013).

There are many types and different classifications of classroom seating arrangement. They are orderly rows, u shape/semi-circle/horseshoes, and separate tables (Harmer, 2007b; Scrivener, 1994 in Zerin 2009). Different from Harmer and Scrivener, Johnson (1982) divides the seating arrangement into theatre style, classroom, conference style, U shape, broken U, circle style, and sunburst style. Meanwhile, almost similar with Harmer and Scrivener classification, Cummings (2000) states that there are paired desk, u shape, chevron for tables of four, and u shape plus rows classroom seating arrangement.

Present study uses the seating arrangement classification proposed by Harmer (2007b). His classification is selected because of its uncomplicated and novel attribute. Each seating arrangement in Harmer's classification is suitable and most effective only for particular classroom activity: orderly rows seating arrangement (ORSA) is suitable for explaining language concept; U shape (US) is appropriate for listening or speaking practice; and separate tables (ST) is proper to get students doing their group work (Harmer, 2007b; Walter & Frei, 2007).

ORSA is the most traditional seating arrangement (Zerin, 2009). Nevertheless, ORSA is still used in the majority of classroom in around the world (Harmer, 2007b). On the other side, Walters & Frei (2007) state "*Rows of desks suggest order and discipline but do little to build a sense of community.*" However, he adds, rows accommodate large numbers of students and can often be quickly moved into group settings. Furthermore, Harmer (2007b) claims that in the classroom that consists of 40 to 200 students, orderly rows may be the best choice in setting classroom seating arrangement.

There are advantages and disadvantages from the use of ORSA. The advantages of this kind of seating arrangement are students can focus on the teacher; both teacher and students have a clear view; noise and distractions that are produced by students can be decreased; the aisles between chairs allow teacher to walk around and ease her to control students; the materials that are delivered by teacher could be understood easier; and it provides the opportunity the changeable students grouping (Johnson, 1982; Brown, 2001; Harmer, 2007b; Walters & Frei, 2007; Zerin, 2009). On the contrary, the disadvantages of ORSA are students are not interact with others since they are facing only forward; ORSA is not supporting the communicative classroom; it's too 'military formation'; students are forced to hear, see, and do the same thing; and it might be restricted students (Johnson, 1982; Brown, 2001; Harmer 2007b; Walters & Frei, 2007).

ORSA is still widely used in Indonesian classrooms both in public and private schools. One of the reason of the commonality of ORSA in Indonesian classroom is the large size of classes. Dealing with the large class, Brown (2001) suggests teachers to optimize the use of pairwork and small-group work to give students the

opportunity to perform and practice their English. Unfortunately, in the Indonesian EFL context, the use of pair and small-group work in order to treat the limitation of the large class seems unpopular. Moreover, students are rarely asked about their opinion and desire on the use of classroom seating arrangement.

Derived from the previous explanation, this study tries to reveal the students' perceptions about the use of orderly rows seating arrangement in EFL classroom. Furthermore, it also aims to investigate the students' EFL classroom seating arrangement preferences.

Methodology

Research design used in this study was a case study employing the Guttman scale close ended as well as open ended questionnaire and interview to collect the data. This study was conducted in November 2013. The participants of present study were 45 students of one Islamic Senior High Schools in Bandung. Here is the table of present research participants:

Table 1. Research Participants

No.	Grade	Male	Female	Total
1.	X Grade	5	11	16
2.	XI Grade	5	4	9
4.	XII Grade	11	9	20
	Total	21	24	45

Transcribing, reading, coding, categorization, comparison, and interpretation were steps done in order to analyze the gained data (Maxwell, 1996; Alwasilah, 2012). Transcribing was used in interview data. Coding, categorization, comparison, and interpretation were used for both questionnaire and interview data. After being categorized and compared, the questionnaire and interview data were quantified into percentile before being interpreted. The following table describes codes used in present study:

Table 2. Coding

No.	Coding	Meaning
1.	ORSA	Orderly rows seating arrangement
2.	US	U shape seating arrangement
3.	ST	Separate tables seating arrangement
4.	IR#1	Male X grade interview respondent
5.	IR#2	Female X grade interview respondent
6.	IR#3	Male XI grade interview respondent
7.	IR#4	Female XI grade interview respondent
8.	IR#5	Male XII grade interview respondent
9.	IR#6	Female XII grade interview respondent

Results and Discussion

After analyzing the data, it could be seen that only 11 of the 45 students had the experiences with seating arrangement but orderly rows. This is in line with the research conducted by Lofty (2012) which found that most of the students never tried the other types of seating arrangement aside from ORSA.

In addition, from the close ended questionnaire, it could be known that 19 (42.2%) students felt bored with ORSA. The table below summaries the data gained by close ended questionnaire:

No.	Statements	Positive	%	Negative	%
1	The Orderly Rows Seating Arrangement (ORSA) makes me bored	19	42.22	26	57.78
2	In ORSA, I prefer to sit at the front lines	18	40.00	27	60.00
3	In ORSA, I prefer to sit at the middle lines	28	62.22	17	37.78
4	In ORSA, I prefer to sit at the back lines	18	40.00	27	60.00
5	ORSA is suitable for listening the teacher's explanation	30	66.67	15	33.33
6	ORSA is suitable for doing the assignment	31	68.89	14	31.11
7	ORSA is suitable to practice the speaking ability	23	51.11	12	26.67
8	I want to use the different seating arrangements for different English class learning activities	37	82.22	8	17.78
9	I prefer learning English in a quite classroom atmosphere	42	93.33	3	6.67
10	I prefer learning English in an active classroom atmosphere	35	77.78	10	22.22

Table 3. Close Ended Questionnaire Questions

Looking to the table above, we can see that 37 (82.22%) respondents wished for the changeable seating arrangement based on the classroom activity. It also could be seen, 30 (66.67%) of them said that ORSA was suitable for them to give their attention when listening teacher's explanation. Surprisingly, 31 (68%) respondents agreed that ORSA made them comfort in doing classroom assignment individually. In line with Harmer (2007) who says that ORSA is not the best way to do communicative teaching learning, there were only 23 (51.11%) from 45 students who stated that ORSA was fit to practice speaking ability.

Moreover, from the first question in open ended questionnaire, "*what is your opinion about the use of ORSA in EFL classroom?*" which the data were categorized into positive and negative perceptions, we can see, 25 (55.56%) respondents had the positive, 12 (26.67%) respondents had the negative, and the rests (17.78%) had the neutral perceptions on ORSA. It could be seen in the table below:

Table 4. Students' Perceptions

No.	Responses	Number	%
1	Positive	25	55.56
2	Negative	12	26.67
3	Neutral	8	17.78
Total		45	100.00

The answers categorized into positive responses on ORSA: make students more focus, ease students to understand the materials, comfortable, felt like home, can see teacher easier, please, and effective. Meanwhile, there were only two kinds of answer classified into negative perceptions: boring and lack of effectiveness.

The data from questionnaire above then were strengthened by the interview data. There were six students that interviewed. Three of them have the positive perceptions about ORSA, and only one respondent has the negative opinion. The most representative statement about the ORSA from the interview was coming from IR#4:

"Kita lebih fokus ke guru. Materi yang dijelaskan guru lebih mudah dipahami."

"We could be more focus to the teacher. The material that is explained by teacher could be easier to be understood."

This statement is parallel with Harmer (2007b) who declares that in ORSA, both teacher and students have a clear view each other and make the lecturing easier.

In addition, the IR#4's statement above also represented the majority answers when the six participants were asked about what are the most appropriate activity to be done in classroom when using ORSA. Four of them said that listening to teachers' explanation is the fittest activity to be done when using ORSA. There was only one student who said that ORSA is suitable for doing assignment, whereas one other student said that practicing speaking is the most appropriate activity in ORSA.

For the students' preferences, the close ended questionnaire data demonstrated that the majority of participants desire the changeable seating arrangement in EFL classroom: 37 (82.22%) from 45 participants wish for the chairs and tables those are set based on the lesson activity. The data from interviews confirmed it. Three from six interviewees uttered that they covet the different chairs arrangement for different classroom activity.

On the other hand, related to the participants' classroom seating arrangement preferences, the data gathered using the open ended questionnaire demonstrated the different result. The table below shows the participants' answers to the fourth questions in the open ended questionnaire: "*what kind of classroom seating arrangement do you want to be used in EFL classroom?*"

Table 5. Students' Preferences

Seating arrangement	OR	ST	US	Others
Participants	17	14	12	2
%	37.78	31.11	26.67	4.44

According to the table above, we can see that ORSA is still desirable for students in EFL classroom. This phenomenon, as mentioned by Lofty (2012) might be caused by reality that most of the participants (in this case is 34 from 45 students) are never used the other seating arrangement but ORSA.

Conclusion

ORSA is the popular seating arrangement for present research participants. There were only eleven of them who had experience with other seating arrangements. More than half participants had a positive perception on it. Parallel with Johnson (1982) and Harmer (2007), the participants agree that ORSA is suitable for them listening to teachers' explanation. 17 (37.78%) from 45 students decide to choose ORSA to be used in EFL

classroom. However, 37 (83.22) from 45 students require the changeable EFL classroom seating arrangement derived from the lesson activity.

Based on those findings, it is recommended for EFL teachers to take the different classroom activities and the students' classroom seating arrangement preferences into consideration before deciding what types of desk array they will use in their class. But if the size of class does not allow them to use other seating arrangement aside from ORSA, they should be more innovative and creative in maintaining the active classroom atmosphere. They should ensure that all the students are involved in their class. For the next researchers who intend to do similar research, it is good for them to deepen the collected data and enlarge the amount of participants in order to make more valid data and more comprehensive results.

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REGULATIVE AND INSTRUCTIONAL REGISTERS OF AN EFL LECTURE IN INDONESIAN UNIVERSITY CONTEXT

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Abstract: Classroom in English as a foreign language (EFL) can be perceived as staged, goal-oriented social activity through language. The structured activities of EFL classroom are characterized by their patterned structuring of the teaching-learning activities in realizing the learning goals. The linguistic choices are operated in two types of register: regulative register and instructional register. This study aims at finding the elements of the schematic structure of an EFL classroom in Indonesian university context and the operation of regulative register and instructional register in realizing the teaching-learning activities. The data of this case study is a video-taped EFL classroom taught by a non-native English lecturer in a university in Semarang. The data were analyzed by referring to the analytical framework of curriculum genre as suggested by Christie (2002). The findings show that the EFL classroom is carried out in three general stages: orientation stage, discussion stage, and closure stage. Each stage is operated through several potential steps. The orientation stage is operated in regulative and instructional registers. Instructional register operates mainly in discussion stage. Closure stage is mainly operated in regulative register. The results of this study will benefit English lecturers to consciously realize their language behaviors in achieving their teaching-learning goals.

Keywords: *pedagogic discourse, regulative register, instructional register*

Introduction

Language plays significant functions in enabling teaching and learning activities. All the aspects of teaching and learning activities are reflected in the use of language as the principal pedagogic tool. Mercer (2007: 254) ascribes three important functions to language: (a) as a cognitive tool whose acquisition enables children to gain, process, organize and evaluate knowledge; (b) as a cultural tool, by which knowledge is shared, stored and made available to successive generations; and (c) as a pedagogic tool by which intellectual guidance is provided to children by other people. So language is both the tool for carrying out teaching and learning and also that which is meant to be learnt and taught. Similarly, Christie (2002: 2-3) emphasizes on the dependence of teaching and learning on the use of language. It is in language, after all, that the business of schooling is still primarily accomplished, whether that be spoken or written and, even though language is necessarily to be understood not as some discretely independent entity, but rather as part of complex sets of interconnecting forms of human semiosis.

Teaching and learning activities in a classroom can be perceived as a pedagogic discourse. Borrowing from Bernstein (1990), Christie (1995: 223) uses the term *pedagogic discourse* to capture a sense of the social practices involved in educational activities, and, quite fundamentally, the principle or principles that determine the structuring or ordering of these in which both of these are realized in distinctive patterns of classroom text construction. The study of a pedagogic discourse allows us to examine the nature of the pedagogic subject or the pedagogic person that is constructed in the discourse.

Seen from the perspective of genre study, particularly that in Systemic Functional Linguistics (SFL), EFL classroom discourse is a social activity carried out using language. In SFL genre study, genre is defined by Martin (in Eggins, 2004: 55) as a staged, goal oriented, purposeful activity in which speakers engage as members of a culture. Genre is how things get done, when language is used to accomplish them. According to Martin (2009: 13), genre is *staged*, because it usually takes us more than one phase of meaning to work through a genre; it is *goal-oriented*, because unfolding phases are designed to accomplish something and we feel a sense of frustration or incompleteness if we are stopped; and it is *social*, because we undertake genres interactively with others. Based on this definition of genre, an EFL lecture is perceived as a genre because it is constructed by pedagogic subjects (students and teacher) by using English language to achieve certain learning objectives through staged learning activities.

In carrying out classroom discourse analysis from functional perspective, Christie (1995: 224) calls any instance of a lesson as a curriculum genre, because it is a staged purposeful social activity in which certain pedagogic goals are realized. It is marked by the operation of two registers constituting two acts of linguistic choices: a regulative register and an instructional register. Regulative register refers to sets of language choices which are principally involved in establishing goals for teaching-learning activities, and with fostering and maintaining the direction of the activities until the achievement; while instructional register refers to language choices in which the knowledge and associated skills being taught are realized. Accordingly, the function of the

regulative register is to guide and direct the behaviour of the pedagogic subjects: its functions will have been achieved, when at the end of a curriculum macrogenre, the subjects are enabled to do certain new things, where these are realized in instructional register choices (Christie, 1997: 136).

The term *register* is adopted from systemic functional linguistic theory to describe the major dimensions of any situations which have systematically predictable linguistic consequences consisting of three aspects or variables: field (activity or topic focus), tenor (role relationships), and mode (the role of language) (Eggs and Slade, 1997: 51). Each of these variables is realized through different lexico-grammatical patterns. The field of a situation is realized through the system of Transitivity; the tenor is realized through the system of Mood; and the mode is realized through the system of Theme.

This paper aims at describing the stages or the schematic structure taken by a lecturer and students in an EFL lecture and the operation of regulative and instructional registers of each stage through the lexico-grammatical patterns of Transitivity, Mood, and Theme.

Method

The data corpus of this study was a stretch of recorded English lecture taken from an English department in an Indonesian university where English was used as English as a foreign language (EFL). The lecturer of this lecture was a non-native English speaker. When the lecture was recorded, the class talked about syntactic analysis of English phrases.

Data analysis was done by transcribing the lecture by referring to the transcription symbols as suggested by Eggs and Slade (1997). The transcribed utterances were then divided into clauses from which the schematic structure of the lecture and the realizations of regulative and instructional registers were identified and classified based on curriculum genre as suggested by Christie (2002).

Finding and Discussion

The Schematic Structure

The lecture was held in the evening for about 90 minutes in the course of English syntax. The class discussed the types of English phrases and the syntactic analysis of the phrases in the form of tree diagram from functional and categorical points of view. Through this lesson topic, the lecturer manages the teaching-learning activities to achieve the goals of the lecture. The teaching-learning activities are sequenced in such a way that makes three major stages: orientation, discussion, and closure. Each stage is carried out in smaller steps. Schematically, the structure of this lecture can be displayed as follows, where the sequence is indicated by ^, the recursion is indicated by π , and the domain of recursion is indicated by [] (Christie, 2002: 35).

$$GS \wedge RPL \wedge LA \wedge CIH \wedge CHW \wedge SLA \wedge SLO \wedge [EC \wedge GExa \wedge CC \wedge CSU \wedge GExe] \pi \wedge CT \wedge STC \wedge AHW \wedge HK \wedge FU \wedge FW$$

Key to symbols:

GS	: Getting started	CC	: Concluding concept
RPL	: Reviewing previous lecture	CSU	: Checking in student's understanding
LA	: Looking ahead	GExe	: Giving exercise
CIH	: Checking in homework	CT	: Concluding topic
CHW	: Concluding homework	STC	: Signaling to close
SLA	: Setting up lecture agenda	AHW	: Announcing homework
SLO	: Stating lecture objective	HK	: Housekeeping
EC	: Explaining concept	FU	: Following-up
GExa	: Giving example	FR	: Farewell

Orientation stage is carried out sequentially through getting started, reviewing previous lecture, looking ahead, checking in homework, concluding homework, setting up lecture agenda, and stating lecture objective. Discussion stage, which constitutes the main activity of the lecture, is carried out through explaining concept, giving example, concluding concept, checking in student's understanding, giving exercise, and concluding topic. Discussion stage moves in a recursive phase (indicated with the brackets [] and the symbol π), because in the course of this main activity the lecture discusses the types of English phrases: noun, adjective, adverb, verb, and prepositional phrases. The domain of recursion includes explaining concept, giving example, concluding concept, checking in student's understanding, and giving exercise. This recursive phase occurs in the discussion of every phrase type. Beyond the recursive phases, the discussion stage ends with the step of concluding topic in which the lecturer summarizes and concludes the lesson topic. The closure stage is sequentially carried out through signaling to close, announcing homework, housekeeping, following-up, and farewell.

The Operation of Regulative and Instructional Registers

As noted earlier, a curriculum genre is marked by the operation of two registers constituting two sets of linguistic choices in achieving certain pedagogic goals: a regulative register and an instructional register. Using the theory of systemic functional grammar, the analysis of the lexico-grammatical realization of the two registers will be presented in three grammatical systems: the system of Transitivity, the system of Mood, and the system of Theme. Due to the limited space available in this paper, only some sample clauses from the stages and steps are analyzed and presented. The operation of regulative and instructional registers in the lecture under study can be summarized in Table 1.

The orientation stage starts with the first step, getting started, to focus student's attention and to verbally indicate that the lecture has officially begun. In this step, the regulative register is foregrounded. It is the lecturer who commences the activity, with an adjacency pairs of greeting between lecturer and students and a command such as the following:

Lecturer: *Good morning everybody.*
 Students: *Good morning, sir.*
 Lecturer: *Let us start our meeting today.*

Regulative register is also foregrounded in the next steps: reviewing previous lecture and looking ahead. Through these steps the lecturer tries to activate students' prior knowledge on the learning materials discussed in the previous meeting and to inform the students of what to expect in the next time with regard to what has been studied in the previous meeting.

Table 1. The Operation of regulative and instructional registers

Stage	Step	Register realized
Orientation	Getting started	Regulative
	Reviewing previous lecture	Regulative
	Looking ahead	Regulative
	Checking in homework	Instructional
	Concluding homework	Instructional
	Setting up lecture agenda	Regulative
	Stating lecture objective	Regulative
Discussion	Explaining concept	Instructional
	Giving example	Instructional
	Concluding concept	Instructional
	Checking in student's understanding	Instructional
	Giving exercise	Regulative and instructional
	Concluding topic	Instructional
Closure	Signaling to close	Regulative
	Announcing homework	Regulative
	Housekeeping	Regulative
	Following-up	Regulative
	Farewell	Regulative

Experientially in the transitivity choices, the lecturer uses material and relational processes in his clauses to represent the previous and the next learning activities in the meeting. Interpersonally in the Mood choices, all of the clauses are realized in declarative mood to make statements about what has been studied and what to do next time. Textually in the Theme choices, the lecturer uses marked topical theme and textual theme in the form of conjunction and continuative. The lexico-grammatical realization of the three grammatical systems in the steps of reviewing previous lecture and looking ahead can be exemplified as follows:

	<i>Last week</i>	<i>we</i>	<i>had</i>	<i>studied</i> <i>about</i>	<i>the parts of speech in</i> <i>English language</i>
Transitivity	Circumstance:time	Actor	Process:material		Goal
Mood	Adjunct:circumstantial	Subject	Finite	Predicator	Complement
	RE-	MOOD		-SIDUE	
Theme	Marked topical Theme		Rheme		

	<i>And</i>	<i>now</i>	<i>we</i>	<i>would like to</i>	<i>develop</i>	<i>the words we have studied in the previous meeting</i>	<i>into higher grammatical units</i>
Transitivity		Circ:time	Actor	Process:material		Goal	Circ:spatial
Mood		Adjunct: time	Subject	Finite	Predicator	Complement	Adjunct: Circumstantial
		RE-	MOOD		-SIDUE		
Theme	Conj.	Cont.	Topical				
	Theme			Rheme			

Instructional register is foregrounded when the lecturer checks in homework given in the previous meeting and concludes the main materials learned from the homework. Instructional register is realized in these steps because the linguistic choices are used to deal with the content of the lecture. In the following clauses, the lecturer asks the students what they have understood from their readings in homework:

Lecturer: *And I think based on your readings you have understood about the difference between the phrases in English. And how many phrases do we have ... based on your readings especially based on chapter three?*

Students: *Five.*

Lecturer: *What are they?*

Students: *Noun phrase, adjective phrase, adverb phrase, verb phrase, and prepositional phrase.*

Upon checking in students' understanding, the lecturer emphasizes the main content from the homework by making conclusion about the relation between words and phrases.

So when we combine english words into phrases, the possibilities of the phrase that we can make or that we can produce will be one of the five phrases. It can be a noun phrase, adjective phrase, adverb phrase, verb phrase, and prepositional phrase.

Experientially, the instructional register is realized in relational processes. Interpersonally, checking in students' homework is realized in interrogative mood by the lecturer and declarative mood by the students through question and answer about the lesson content. Declarative mood is used mainly in the step of concluding the homework for making statement about the combination of words into phrases. Textually, marked topical themes dominate the clauses in both steps. Beyond the steps of checking in and concluding homework, regulative registers get realized for setting up lesson agenda and stating the learning objective.

So in this meeting I would like to we would like to specially study what is a noun phrase, ... and then how do we know that a phrase is really a noun phrase ... by discussing some explanations and examples given by the book, and after that I would like to give you some examples about the noun phrases, and to know whether you have understood about the noun phrase I will give you some exercises ... to be identified based on the types of the phrases.

So at the end of the meeting, you are expected to be able to analyse the structure of a noun phrase ... from different points of view ... from functional perspective or point of view and categorial point of view.

The discussion stage has six steps, five of which unfold recursively: (a) explaining concept in which a concept of a phrase type is introduced, (b) giving example in which examples of phrase type is given for further clarification of the concept, (c) concluding concept in which the concluding statement about the concept is stated with regard to the examples, (d) checking in students' understanding in which the lecturer ensures the students' understanding about the concept, (e) giving exercise in which some problems are presented to students for doing, and (f) concluding topic in which the lecturer summarizes and concludes the whole materials of the meeting. Instructional register is foregrounded in all steps of the discussion stage. Regulative register and instructional register converge in the step of giving exercise as the lecturer gives directions on how to do the exercise and discusses the exercise through interactive questions and answers. Experientially, the instructional register is realized in the combination of behavioral, material, and relational processes. Interpersonally, the clauses use mostly declarative and interrogative moods. And textually, topical and textual themes dominate the clauses used in the discussion stage.

The closure stage with its five steps is realized in regulative registers to indicate that the lecture is going to end, to announce the homework, the check students' attendances, to remind on the following-up activities, and to indicate that the lecture has officially ended.

Conclusion

An EFL classroom can be perceived as a curriculum genre, because it is a staged purposeful social activity in which certain pedagogic goals are realized. It is marked by the operation of two registers constituting two acts of linguistic choices: a regulative register and an instructional register. The EFL classroom under study is carried out in three general stages: orientation stage, discussion stage, and closure stage. Each stage is operated through several potential steps. The orientation stage is operated in regulative and instructional registers. Instructional register operates mainly in discussion stage. Closure stage is mainly operated in regulative register.

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MAXIMUM ENGLISH IN MINIMUM CLASSES: TEACHING ENGLISH WITH LIMITED FACILITIES IN REMOTE AREA

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Abstract: Every Indonesian citizen has the same opportunity of getting appropriate education. On the other hand there are many problems deals with the education managements. The government seems giving minimum commitment toward Indonesian education. Minimum government budget allocation tends to be the main cases and the distribution of the budget allocation is not very fair and transparent. It is also supported by the quality of the teachers which unfortunately need to be improved. In schools in some remote areas, they also do not have good facilities in their classroom to support the process of teaching and learning. In fact, some schools do not have appropriate aids to teach good English, including the teachers' quality and the teaching media. This study will explore the experiences of some English teachers who have dedication of teaching English in some schools located in some remote areas in Indonesia. By doing an interview related to the problem they have faced and how to solve it. This will reveal the condition of the school, like facilities they have at school, the teaching media they use and also the teaching techniques they implement in their classroom.

Keywords: *teacher, media, remote area, facility*

Introduction

There are many opinions among Indonesians about the development of the national education. We cannot expect that those are only positive opinions they talked about, in fact there are many threats and crisis lie under our educational system. The main problem in the government management is the high rate of corruption. The loss of the government financial management directly influences the budget allocation on national education.

Meanwhile the development gab among areas in Indonesia seems to be the major problem causing the imbalance of the quality of the education across the country. There are many remote areas which are very far from the city. They have limited access to electricity and communication. Therefore it effect on the education process, economic progress, and healthcare. The people require extra effort to travel in order to acquire proper economic and educational facilities. Moreover they are financially poor therefore they depend much on the government's budget on education.

Because of the limitation of information, many villagers in remote area consider that education is not very important. Slater says that 'many children in remote villages across the Indonesian archipelago do not receive the same opportunities to learn and grow as those in the cities. According to the World Bank, only 55 per cent of children from low-income families are enrolled in junior secondary school and that the average student will receive just 5.8 years of schooling. In remote areas, the numbers are much lower. In West Papua, for example, 32 per cent of children under 15 are illiterate. Almost half of all Indonesians are living in rural and remote areas, poorly served by roads, books and qualified teachers. As a consequence, the opportunities for many are limited' (Inside Indonesia. <http://www.insideindonesia.org/weekly-articles/teaching-remote-indonesia>)

Limitation access and financial problem make the children in the villages fail to get higher education. To get to school for some students they need to walk many kilometers away from their home across rivers and forests and sometimes it is getting worse when the climate is not very good. Moreover the facilities of the schools are very limited. They do not have appropriate books as good as what the schools in the cities have and the number is also limited. It is also supported by the number of teachers that graduate only from high school level. Therefore the quality of education in remote area is under the standard or qualified education.

To deal with the problem of education in some Indonesian remote areas, the government launches a program called SM-3T which stand for Sarjana Mendidik di Daerah Terdepan, Terluar dan Tertinggal. This program facilitates young graduates who want to dedicate themselves teaching at schools in the villages of Indonesian remote areas. Many of them have joined the program and experience living, associating, developing, understanding and communicating with local people, and also teaching by empowering the natural resources. Therefore this paper will reveal the condition of the school, like facilities they have at school, the teaching media they use and also the teaching techniques they implement in their classroom.

Classroom Management

Providing an effective teaching and learning process is not an easy thing to do. Teachers should be able to create a supportive atmosphere in the class that can increase the students' interest and motivation in learning English. A teacher shall possess an ability to manage the class well. Managing the class according to Manning and Buthcer, deals with strategies for assuring physical and physiological safety in the classroom (2007: 4). In other words classroom management involves the technique of ordering the students, managing the event in the school day and instilling the positive behavior of the students.

Brown (2001: 192-202) states that classroom management deals with many factors; ranging from physical arrangement of the classroom to teaching styles to set classroom energy. The physical environment of the classroom include sight, sound and comfort, seating arrangement and the use of classroom equipments. Other aspect is teachers' roles and styles. In a class teachers have to play many roles. In the class, teachers have responsibility as authority figures, leaders, knower, directors, managers, counselors, guides, friends and also parents. Teachers need to set appropriate styles in the class, whether he needs to be formal or informal, rational or emotional, depends on the class situation.

The physical environment aspect in classroom management refers to the condition of the classroom. Denton says "Flexibility is the key word arranging the classroom for effective instruction" (1992: 30). A teacher should be able to create and set the classroom base on the teaching purposes. He/she must maximize the use of class equipment to support the learning process. Brown (2001) categorized some dominant aspects in the classroom. Sight can be a very significance aspect in learning. The classroom that is neat, clean and well arranged will create comfort for the students. Enough light will enable the students to see and read the material well. A good classroom should be free from the external noise as possible; intolerable noise could destruct the students' concentration.

In Indonesia, the sitting arrangements are usually set in rows. This kind of sitting arrangement might not be very effective during the lesson, because the students sometimes need to work in group. In this case teacher need to rearrange the groups depend on the purpose. Harmer (2007: 42-43) states that orderly rows works very well when the teacher is working with the whole class. Some activities are suitable in this organization such as explaining a grammar point, or watching DVD or power point presentation. If teachers want to set group works, it is necessary to change the seating arrangement to create chances for the students to see each other in order to enable them to interact.

Brown (2001: 194) also explains that the use of classroom equipments also determine the success of teaching and learning. A block of chalk/whiteboard is a great asset in the classroom. It allows teacher to illustrate the teaching materials by using pictures, words, charts, graphs etc. In a more modern classroom, some additional equipment might be also found. Projector, video player, or even a set of computer are valuable equipments to support and varied the learning process.

Teaching Media

Teaching materials or teaching media is considered to be able to support the progress of the lesson in the class. The use of appropriate media can motivate the learners and create positive atmosphere in the classroom. Cahyono and Megawati (2013: xv) classify media into twofold; non-electronic and electronic media. Non-electronic media sometimes refers to low-tech media. Examples of non electronic media are card, reading box, worksheet, visual art, etc. While electronic media refers to 'high-tech' media, they are power point slides and video etc.

Frost (1999) in (<http://unmgrc.unm.edu/resource-hub/documents/what-is-instructional-media.pdf>) identifies some factors to be considered in selecting teaching media. They are 'institutional resource constraints, course content appropriateness, learner characteristics, professor attitudes and skill levels, course learning objectives, the learning relationships, learning location, time (synchronous versus asynchronous), and media richness level'.

At some schools with limited facilities sometimes it is difficult to use electronic media; therefore a teacher should be able to explore the natural resources or the minimum facilities in the class. Students should experience difference media in the class to enhance their learning process.

Method

In this study, I interview three teachers who have experienced teaching at schools located in remote areas in Indonesia. They are young graduates who have participated in programme SM3T (Sarjana Mendidik di Daerah Terdepan, Terluar dan Tertinggal). They are:

1. Name : Suatman
School : SMA N 1 Pantan Cuaca Gayo Lues, Aceh
2. Name : Ahmad S Anam
School : SMP N 2 Taebenu Kupang

3. Name : Dian Safitri
School : SMKN 6 Ende, NTT

SM3T is government program which aims to overcome the problem of the limitation of the number of teacher teaching in remote areas and also preparing teacher candidates to be professional teachers who are independent with high awareness and willingness to dedicate themselves to educate Indonesian next generation.

Teaching in Remote Area

Students Characteristic

The characteristics of Indonesian students in remote areas are typically unique. Their environmental background and economic problems have greatly influenced their way of life and their survival management to deal with their difficulties.

Students have to be able to adjust themselves to the natural condition. Their families live far from the cities and they have limited access to the education facilities. Some students have to walk for many kilometers to get to school. The environment can be worse when it comes the rainy season because those teenagers have to walk on footpath across forests and rivers.

Some students in Gayo Aceh, even live away from their parents and stay with their relatives in the city to make them easier to get to school. They live separately from their parents, because their parents live in the village near their fields to keep the corps.

Most villagers in remote areas of Indonesia depend their livelihood on the land as traditional farmers. To help families monetary problems, most of the students help their parents growing corps in the fields and feeding the cattle. Their wake up early for watering and after school they go plowing and grassing, and unlike students in the cities who can spend their holidays for picnic, still they have to help their parents for growing corps and keeping cattle.

Even though the students in remote areas have limitation on the educational access, there is no doubt that their motivation in learning is very high. Their motivation rises even before the class begin, because the struggle for education has already started early in the morning as they take the journey to school. Students' behavior in class shows that their interest in studying English is great. Safitri said that the students can easily understand the material served in English. Although most of them were silent students, but when the teacher gave them same questions they could answer well. The students conceptually understood, but having limitation in expressing ideas in English.

Students in remote area are smart, they just have limited chance to have qualified education. In SMK N Ende NTT, some boys were forced to leave school because they had to support the family, and some girls decided to get married young because their parents could not effort their education. Some parents believe that getting higher education is not necessarily needed because it is not guaranteeing that they will get good occupation to change the family fortune.

Class Management in Remote Area

Schools in remote areas do not have rich facilities like those in the cities. Some teachers believe that simplicity will not reduce their spirit of teaching in remote area. The schools' equipments and facilities are very limited and they do not supported by electricity. In SMK N 6 Ende NTT, students had to learn in a class with bamboo wall, because the school did not have its own building. The students also did not have enough access to the teaching materials because the school did not facilitate them with enough books.



Picture 1 SMK N 6 Ende NTT

The new young teacher could develop students rapport and trust very well. Although the teacher and the students had different cultural background, the teacher said that there was no cultural gap between them; therefore the students could easily accept them. The teachers were more acceptable, because they considered that Javanese teacher are more passion and moderate compared to local teachers.

Instilling discipline to the students also belong to the young teacher responsibility. The students in remote area are polite students; they are adaptable to new teachers. The teacher does not have significant difficulties in controlling the students in class.

The only problem faced by the teacher was on the time management. The school distance, the absence of public transportation, and the weather were the main problems for the students to get to school conveniently. Moreover the students had to help their parent before going to school.

Limitation of the school equipments and teaching media force the teacher selecting and developing teaching strategies to support the **teaching and learning process**. The school environment might not be very supportive to the modern teaching strategies; therefore the young teacher should be able to maximize the use of the natural resources. In this case teacher should be able to implement the traditional teaching media creatively to arise the students' interest.

Anam, in SMP N 2 Taebenu Kupang, encouraged the students to learn English from the nature. He brought the students outside the class to introduce them to some English vocabulary from the surrounding realia. This strategy facilitated the students to comprehend their community and its components. This would help them in identifying and introducing themselves correctly in English.

Suatman, teacher in SMA N 1 Pantan Cuaca Gayo Lues, Aceh was lucky, because the school he taught had already been equipped by electricity. When he was teaching, the school got new building with appropriate facilities, like clean white board and good chairs. He could use computer and able to print out the material for the students. The teacher prepared all the materials for teaching because the students did not have enough sources for learning English.

On the contrary, Safitri in SMK N 6 Ende NTT had to teach in a temporary impermanent class with poor facilities, because it was a new school. Some of the school facilities were borrowed from SD Inpres. To overcome the problem she prepared blank paper and draw some colorful pictures, or she just simply draw picture on the black board. For practicing speaking the students enjoyed doing role plying which is under the teacher supervision, because the students had limited ability in expressing English orally. To ease boredom, sometimes she brought her notebook to play music or movies. This strategy was used to introduce the students to learning media, to show the students that they could learn English from authentic materials.

Conclusion

Focusing the lesson in the classroom seems to be the perfect way of improving the students' proficiencies. For the students in remote area, studying at school is more enjoyable because they can focus on the learning material. At home they will be busy helping their parents; therefore they have limited lime to study or to do homework/ assignment at home. The students in remote areas basically are not intellectually low, they are hard worker, struggle for education and at the same time working to support family finance. They only have limited access to the education, financial problem, and minimum facilities.

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COMMUNICATION STRATEGIES USED BY INDONESIAN TEACHERS IN TEACHING ENGLISH FOR LIBYAN KIDS

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Abstract: Classroom lessons are built upon continuous events in which both the teacher and the students are aware of having interaction. In other words, both the teacher and the students play important roles in keeping the interaction going smoothly. However, the interaction may be disturbed by some problems occurred during the class. In this paper, the problems arise because the teachers and the students are non-native English who come from different country and culture; they only use English as a foreign language as medium of instruction in the classroom. Therefore, communication strategies are needed to bridge classroom interaction between teacher and the students. This paper attempts to examine how two private course teachers teaching English to Libyan students use the communication strategies. This narrative study emphasizes on how the teachers provide the students with meaningful yet simple explanation in the process of providing language exposure in the language that is not their native language, in which the characteristics of young learners who require a fun, enjoyable, and meaningful classroom are also taken as considerations.

Keywords: *communication strategies, English as foreign language*

In a language teaching and learning process, interaction is the heart of classroom lessons. Based on Macmillan Dictionary interaction is defined as *the activity of being with and talking to other people, and the way that people react to each other*. Within the classroom, the interaction involves the teacher and the students to exchange ideas or feeling delivered through language. Both teacher and students try to engage in an interaction to experience the real use of language in the classroom (Brown, 2007a, p.213). In other words, it is built by continuous events in which the teacher and the students are aware to interact together. The participants are aware and they do play important roles to keep the two-ways interaction going smoothly (Dagarin, 2004, p.128). Through a meaningful activities, the students are triggered to have interaction for reaching the goal of teaching and learning, which also represents the real use of language (Shumin, 2002, p.208).

A productive communication of information needs particular level of language proficiency that determine the success of interaction taking place, especially in a classroom (Brown, 2007b, p.137). However, interaction may not work well when a gap among participants' language proficiency emerges. Therefore, some strategies are employed during the interaction to fill that gap (Ellis, 2008, p.60). Further saying, Ellis (2008, p.61) raised a question whether the strategies chosen by the learner reflect their stage of development and whether they affect the language acquisition. It shows the importance the strategy which is called Communication Strategies (CS) to be developed for the learner in daily communication as well as in the classroom.

Communication Strategies

According to Corder (1981, p.103) CS is defined as "a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty". It is used by learners, to continue communicate with others rather than abandoning the conversation regardless the difficulty occurred in communication caused by the lack of knowledge of a language,. Moreover, Brown (2007b, p.137) argues that CS does not only include the verbal mechanism, but also non-verbal mechanism to produce an effective communication. To answer the aforementioned question raised by Ellis (2008, p.61), hypothetically, CS may able to help the learners to suppress the anxiety caused by the language proficiency gap in using the language, in which the anxiety is known as one of many factors that reduce students' rate from mastering the language (Tiono & Sylvia, 2004, p.30).

Table 1: Types of Communication Strategies (Brown, 2007b, p.138)

Avoidance Strategies	
Message abandonment	Leaving a message unfinished because of language difficulties
Topic avoidance	Avoiding topic areas or concept that pose language difficulties
Compensatory Strategies	
Circumlocution	Describing or exemplifying the target object of action
Approximation	Using an alternative term which expresses the meaning of the target lexical item as closely as possible
Use of all-purpose words	Extending a general, empty lexical item to contexts where specific words are lacking, such as <i>thing</i> and <i>stuff</i> .
Word coinage	Creating a non-existing L2 word based on a supposed rule
Prefabricated pattern	Using memorized stock phrases, usually for “survival purposes”
Nonlinguistic signals	Mime, gesture, facial expression, or sound imitation
Literal translation	Translating literally a lexical item, idiom, compound word, or structure from L1 to L2
Foreignizing	Using a L1 word by adjusting it to L2 phonology and/or morphology
Code-switching	Using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2
Appeal for help	Asking for aid from the interlocutor either directly or indirectly
Stalling/ time-gaining strategies	Using fillers or hesitation devices to fill pauses and to gain time to think

Several researchers have conducted research on the use of Communication Strategies for classroom interaction. Tiono and Sylvia (2004) conducted a research on college students who were classed into high communication apprehension level and low communication apprehension level and found that subject in the in the high communication apprehension level used more communication strategies as they showed higher level of anxiety. Both of the classes mostly used Approximation and Repetition strategy during the interaction. Similar to that, Szulx-Kurpaska (2000, in Dagarin, 2004, p.138), found that thirty-five eleven-year-old students who had been learning English as a foreign language for four years did not face problem in understanding native speakers, which indicates low level of anxiety, and that they interacted by using their mother tongue, body language, coining words, and by repeating the word that the native speakers have had uttered before.

The two previous studies shows how CS helps students get along with English language learning, but Rakhmawati and Wahyuningsih's (2012, p.181) case shows different matter. They conducted a research on how CS is used for survival participated by returnees and Indonesian exchange students participating in YES program in the USA. They found that Circumlocution and Approximation and Participating for Help were considered as the most useful strategies for survival.

The successful stories of using Communication Strategies both for learning English and survival in English spoken country have inspired two English private teachers to tell their experience in teaching Libyan kids. This paper presents how the participants of interaction; the teachers and students, use CS during the classroom interaction and what strategies used the most. The case is unique as the participants do not use English as their first and second language. The teachers use English for media instruction, while the students use English for media instruction and for survival. The research uses narrative inquiry which makes use of personal experience to be made meaningful and is seen as the phenomenon brought under the study (Connelly and Cladinin, 2006, p.477). The data are taken from teachers' journal and narrated from the teachers' (researchers') point of view.

The Story of Numansa and Emhemmed

The first teacher, Rahmawati, taught a sibling, Numansa (10 years old) and Emhemmed (9 years old). Both children has a good speaking and listening ability since they lived in Malaysia for some years before his father continues his study in Indonesia. Numansa and Emhemmed have mastered basic English for daily communication besides Tamazigh as a Libyan Berber language, and Arabic as the official language in Libya. However, they hardly read and write the English alphabet, as it is known that Libyan use Arabic alphabet.

Numansa had a good ability in writing; she carefully listened how the word was pronounced to identify what alphabet she must write. She had a wide range of English vocabulary, even she helped Emhemmed when

he could not recall some words in English. Emhemmed, conversely, showed good progress in reading, both silent and aloud, for he was quickly and less anxious to combine sounds into a word. He had a good sensitivity in recognizing the sound. Unlike Numansa, Emhemmed was always dare to read but made many mistakes in writing. He tend to write the way words are pronounced. In fact English is a badly spelled language (Kadarisman, 2013, p.3)

Rahmawati hoped that she would follow the curriculum or at least the textbook used for home schooling. Unfortunately, the parents did not want her to follow the Libyan curriculum since Numansa and Emhemmed had mastered what was being taught in the curriculum based on their level. The parents wanted to strengthen the children's foundation for reading and writing. Unfortunately, having limited access and difficulty in finding curriculum with the students' need and current level, Rahmawati did not refer to a certain curriculum and compiled the material from any sources. The materials for each meeting covered a set of vocabularies and were classified based on the topic, such as Rooms in a House, Cleaning Tools, and Healthy Food. Rahmawati focuses on step-by-step teaching, started with teaching spelling, reading and writing a word. After some meetings, still occupying the same topic, she continued to teach phrase and simple sentence. Though the teacher and students can speak English, the English proficiency's gap and different native language started to raise interaction's problem. The communication strategies were needed to bridge the interaction of the teacher and students.

Dealing with the language limitation in the classroom, Circumlocution and Approximation strategies were mostly used, especially when the students meet unfamiliar vocabulary or when they did not understand the instruction given by the teacher. The two strategies were assisted with colorful pictures to make the children easily grasped the material, yet it was getting harder in explaining non-noun categories. Non-linguistic signal like gesture was used to depict some unfamiliar verb. The explanation given must be given as simple as possible since the children had not mastered English grammatical feature. In playing games and casual conversation, the strategies moved to non-linguistic signal and stalling strategies. Different from the teacher, Numansa and Emhemmed usually used literal translation and code switching strategies to each other whenever they could not recall several English vocabularies. They even usually asked the father's help in explaining and translating some vocabularies when the classroom's interaction was stuck by language problem—especially dealing with verb and abstract noun such as the word 'relation'.

Even though the CS was used to help the flow of interaction in spoken skills, it also helped the classroom's goal in written skills. The teacher was easier to give instruction and explanation to help the students read and write. The teacher was able to assist the students' difficulty since the students could manage to deliver what they feel about the problems and preferences in teaching and learning activities. The students also liked to tell stories about their daily life which helped both sides to maintain good relationship which was benefited the learning process. After almost a year, now they are able to read and write in the level of sentence though errors are still found. The communication strategies done within four meetings every week was proved effective to help the teaching and learning went smoothly and the students indicated better performance even in reading and writing.

The Story Of Galia And Nawras

Different condition is faced by Primadyastuti, who has been teaching the two sisters, 9-year-old Galia and the 6-year-old Nawras, for approximately one year. Galia and Nawras never lived in English-speaking environment neither as native nor second language, so that they only speak Tamazigh and Arabic. Thus, to support their English mastery, they learn English from private tutor in Indonesia.

The two kids perform different mastery in English. Galia has better ability in decoding words and reading, and also in word and sentence level writing. Learning English for longer time, she has better ability in memorizing words and spelling. On the other hand, Nawras has better ability in speaking and listening. Nawras appears to be learning English more naturally since she joins her sister's class in which she obtains more spoken exposure yet less burden to study the spelling for formal education. Learning English in younger age, she acquires better pronunciation and more number of daily-life vocabulary items from watching English TV series; Dora the Explorer, as well.

Due to the demand of the parents (as they are homeschooling), the first six months were used to teach the kids vocabulary items including, pronunciation and spelling. Theme-based materials were given to teach understanding the difference between Arabic and English, especially the necessity of vowels and the different sound of letters, give exposures to words memorization through flash cards and pictures, and introduce written exposures of the vocabulary items. Reading aloud was emphasized for Galia, while repeat-after-the-teacher was emphasized for Nawras.

In this ongoing second term, the teacher is wished to "finish the book". Four books entitled *English for Libya*, which covers textbook and activity book, have been used for learning. The books promote bottom-up strategies under the umbrella of Communication Language Teaching. For starting point, they study vocabulary

items, spelling, and pronunciation discretely. Mastering the vocabulary, they are given exposures of using words into sentences in the form of questions and dialogues as models of interaction. Both Galia and Nawras study the vocabulary and conversation, yet spoken skill is emphasized on Nawras and written skill on Galia.

In the learning activity, several strategies are used to build classroom interaction. The use of avoidance and compensatory strategies can be considered low regarding the familiarity of the lesson and the existence of the textbook for learning. Moreover, the teaching technique monotonicity also affects the CS used. Prefabricated Patterns (using memorized stock phrases) are mostly used in this case. However, since they are still in the early beginner level of learning, using the simplest grammar works better to understand each other. Rather than saying 'Is this correct?' they say 'Is this good or no good?'. But language development grows along the lesson. The second mostly used is Nonlinguistic signals, including using gesture, mime, facial expressions, or sound imitation. This strategy is mostly used to check learner's understanding in material. In learning *Seasons*, for example, learners acted *shivering* when being asked about the meaning of winter. It is needed by both teacher and the students as they do not share the same L1. Therefore, instead of translating the words, in learning vocabulary, Non Linguistics Signals is preferable.

Different with Rahmawati's case and several previous researcher results, Circumlocution does not come up as the most used strategy in this case. Circumlocution is a strategy in which the participants need to have a good language skills to exemplify the target object. This strategy seems a bit unfeasible for the kids as they have not reach certain level of language development beneficial for exemplifying. Instead, when looking for a specific meaning of a word, they tend to directly translate the words by making Approximation, mentioning the Arabic term, create a picture of it and/or referring to Google translate.

Further, the use of Prefabricated Patterns strategy appears to help the kids in making reflection in learning as well. Firstly, they can use one particular pattern, such as 'Where's my pencil?' to express similar messages, such as *Where do you buy the note book?* for example. However, different grammar and different message create confusion in language production, especially as they have not learned the pattern from their English textbooks. The success of saying 'where is my pencil?' pictures the development of learning English for communication as the sentence can be considered as the product of learning from the conversation found in their textbook. Hence, it can be considered that the use of Prefabricated Patterns as a strategy supports the application of Communicative Language Teaching (CLT) in Libyan Curriculum. As a result, giving more exposures of grammatically correct sentences and useful phrases during classroom interaction will help the kids to deal with the use of CS for communication and learning English by using CLT.

Conclusion

To build a fluent and effective classroom interaction, two Indonesian-native private teachers employed Communication Strategies in teaching English for Libyan kids. Rahmawati mostly used Circumlocution to introduce unfamiliar words in teaching reading and writing. The communication strategies in the classroom which was used for spoken communication helps the classroom's participant to reach the goal of teaching and learning in written skills. Meanwhile, Primadyastuti, who teaches low proficiency learners, mostly used Prefabricated Patterns to communicate. Learners' lack of knowledge in English drives them to use popular patterns to interact, and learning English by using textbook develop under CLT helps students developing grammar ability which supports the use of Prefabricated Patterns to communicate. This narrative inquiry is expected to give contribution to the use of Communication Strategies in classroom interaction. However, further study is needed to support this personal reflection.

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THE IMPACTS OF NATIONAL TESTING ON ENGLISH TEACHERS' PEDAGOGY AND PROFESSIONALISM

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Abstract: This study explores the impacts of national testing on English teachers' pedagogy and professionalism in Indonesia. How teachers navigate their way between the national testing and individual pedagogy is of particular interest here. By questioning teachers about their beliefs and values and pedagogical practices within individual interviews and by classroom observations, a central aim of this study is to examine how power juxtaposed with pedagogy and professionalism. By interpreting data through the theoretical lens of performativity, the study is expected to contribute to international understandings of teacher pedagogy and professionalism. Adopting constructivist and ethnographic approaches, the study explores experiences, beliefs and values and pedagogical practices of two English teachers of secondary school. The results of the study show that the national testing standards control the teachers' work. The teachers align the curriculum with the national test, and this encourages them to teach to the test. They focus their classroom activities on test preparation. This indicates a reduction of their professionalism. The findings provide insights for policy makers and teachers to understand the consequences of testing standards for teachers' pedagogy and professionalism.

Keywords: *national testing, pedagogy, professionalism*

Introduction

National testing becomes one of the educational policies being implemented in Indonesia. Students have to sit for the national test in the final year of their study from secondary schools, and test results are considered important. When a state-mandated test is introduced, it becomes a 'high-stakes' test (Madaus, Russell & Higgins, 2009: 3). High-stakes testing can be referred to as 'typically annual, standardised, mandatory educational assessments of students, determining whether or not individuals do or do not meet some benchmark or standard' (Schwab, 2012: 11). Taubman (2009) claims that the implementation of high-stakes tests tends to have serious impacts on teachers, students, administrators, school personnel, schools and school districts. In this regard, I argue that teachers' pedagogy and professionalism are affected by the imposition of high-stakes testing. Pedagogy refers to 'the act of teaching together with ideas, values and beliefs by which that act is informed, sustained and justified' (Alexander, 2008: 6). Teacher professionalism can be thought of as the character of professional work which includes quality of work and the conduct of standards that guide action (Hargreaves, 1997), trust becomes a key component and individual and collective teacher autonomy and power are important (Gewirtz, Mahony, Hextall & Cribb, 2009) because doing a good job requires the teachers to fully deploy their expertise and to shape what they are doing.

Research Aims

The main purpose of the study is to determine the impact on teachers' pedagogy and professionalism in Indonesia as a result of the policy change and the requirements to implement the national program of testing.

Research methods

The methodological approach chosen for the study is ethnography. The methods for data collection are a series of semi-structured in-depth interviews, observation and document analysis. Data analysis was conducted in four stages: coding into open themes and concepts, grouping themes into categories, linking the categories with literature, and developing key constructs for meanings through the theoretical lens of performativity. Ball (2003: 216) explains the concept of performativity in the following way:

Performativity is a technology, a culture and a mode of regulation that employs judgement, comparisons and displays as means of incentive, control, attrition and change – based on rewards and sanctions (both material and symbolic). The performances (of individual subjects or organizations) serve as measures of productivity or output, or displays of 'quality', or 'moments' of promotion or inspection. As such they stand for, encapsulate or represent the worth, quality or value of an individual or organization within a field of judgement.

Key findings and discussion

The implementation of national testing is believed to affect teachers' pedagogy and professionalism. The results of the research indicate that the national testing pressure has directed the teachers to focus their

teaching on the testing related materials, or to teach to the test. The testing pressure also influences the teachers' instructional decisions and practices. This indicates a control of the teachers' work that impacts on their professionalism.

In recent years, education has become an important aspect related to economic competitiveness in the context of global economy. Most educational systems have implemented high-stakes or standardized testing policy for driving up educational standards. In the context of Indonesia, the implementation of the national program of testing has required secondary school students to take the test in the final year of their study in order to graduate from secondary school. The Ministry of National Education sets a score of 5.5 as the minimum exit performance standard with no subject score less than 4.00 that have to be achieved by the students in order to pass the test, and to be eligible for graduation from secondary school (Kementrian Pendidikan Nasional, 2011). The standard of exit performance has encouraged teachers to prepare students in order to succeed in the national examination. The implementation of standardized testing is believed to affect schools, teachers, students, and the communities, but those effects related to teachers' work are of special interest to this study. The following paragraphs explore the powerful uses and impacts of tests, and their implications for teachers' work.

Tests can be used as a tool for practicing power by bureaucrats (Shohamy, 2001). The imposition of testing policy is often accompanied by a set of standards. The standards determine what should be achieved, and it is used for performance indicators. It can be argued that teachers' work is affected by the standards as they prepare for students to achieve the standards. When standards are introduced, Friedman (2006: 80) suggests that 'people start to focus on the quality of *what* they are doing'. The standards provide directions of what should be done, and work performance is assessed by the achievement of the standards. Teachers are more likely to perform with standards-based work, and this indicates that their work as autonomous professionals is under attack, and this is one of the central points in this study. Dunn (2005) contends that 'standards work...by standardizing people and making them into self-monitoring, and self-motivating persons who use audit to align themselves with...regulations' (p. 189). In this case, teachers' work is framed around the regulations set by the policy actors, and a program of surveillance of teachers' work is also implemented to ascertain the implementation of the regulations.

Tests can also be used as a means of accountability (Abrams, Pedulla & Madaus, 2003). Policy makers use test scores as information about students' individual learning progress, and they also use the test scores for evaluating the performance of schools and districts. The use of testing for standards and accountability purposes has made teachers and schools accountable for what they are doing to the government and stakeholders. The use of accountability measure is often related to rewards and sanctions. The decision for teacher's promotion and salary, and school funding are more likely based on test results. This situation could potentially create accountability pressure on teachers and schools to fulfil the standards. One of the government's ways to measure the achievement of the standards is the implementation of the national testing program. Shohamy (2001) suggests that tests are potentially used as disciplinary tools by testing regimes. She explains this in more detail:

...the use of tests as disciplinary tools means that certain demands are imposed on test takers from above while they are forced into a position where they have no choice but to comply with these demands. Compliance means a change in behaviour in line with the requirements of the tests. While test takers and systems tend to comply with such disciplinary demands, they also resent doing so as they feel that it is imposed on them without their voice being heard (p. 19).

Ball (1993) suggests that the aim of testing is to measure students' learning achievement but at the same time it is also used to monitor teachers' and schools' performances and make comparisons between them and it is possible that these comparisons are used for appraisal and performance related pay award. Moreover, the detrimental effect of test results is that they can be used to discredit teachers whose students achieve low scores (Taubman, 2009).

The implementation of high-stakes testing has significant impacts on teachers' pedagogical practices, and the curriculum. The use of test scores for deciding students' promotion to the next grade or graduation from the school has influenced teachers' planning and instructional activities. Policy makers may not be able to intervene teachers' classroom practices directly, but the attachment of rewards and sanctions to the test results tend to affect teachers' instructional decisions (Madaus, Russel & Higgins, 2009). Teachers were motivated to teach to the test when they believe important decisions were based on the test scores such as student graduation, teacher promotion and salary, and comparison of teachers' individual performance (Dworkin, 2005; Ball, 1993). Teachers give substantial attention to test preparation, and it affects instructional planning and delivery as they may feel under pressure to improve student scores on the test. Madaus, Russel and Higgins (2009) believe that 'policy makers have always been aware that high-stakes testing forces teachers to adjust instruction to prepare students for the test' (p. 14). Teachers are encouraged to prepare course material that mirror the tests (Crump, Duffy, Farrell, & Giordano, 2008), and pay less attention to materials that are not included in the test.

In language education, the term '*washback*' has been used to refer to the impact of testing on teaching and learning (Cheng & Curtis, 2004). The notion underlies the concept of *washback* is that tests can potentially drive teaching and learning in which testing-driven practices of teaching become profound. In testing-driven instruction, Cheng and Curtis (2004) suggest that teachers are encouraged to align the contents of the tests and the curriculum. In other words, testing tends to control the curriculum. The effects of testing on language teaching and learning are potentially negative. Hughes (2003) explains that testing may have negative effects when teachers focus the teaching and learning on preparation for tests.

When teachers focus on the preparation of students for improving test attainment, it tends to have adverse effect on teacher professionalism. Test preparation could reduce instruction as teachers focus on areas and skills that are tested. This has encouraged lowering of cognitive demand and intellectual depth (Luke, 2006). It limits the range of educational experiences exposed to students, and this could minimize the skill that the teachers bring to their craft (McNeil, 2000). In this case, the implementation of state tests may lead to a de-professionalization of teachers (Abrams, Pedulla & Madaus, 2003).

The imposition of a mandatory curriculum and national testing are more likely to intervene with the pedagogical decision-making which eventually affects teachers' work and professionalism. Ball (1993) argues that the imposition of national curriculum and national examinations tend to increase the technical elements of teachers' work which leads to reduction of professionalism. In this situation, teachers' professional autonomy and judgement are minimized. Testing provides for normalisation through the establishment of measurements. The main purpose of testing is to measure students' learning achievement but it is also frequently used as a means for monitoring teachers' performance and schools (Ball, 1993; Taubman, 2009).

The intervention of testing policy to teachers' pedagogy may lead to the pressures to teach to the test (Ball, 1993; Dworkin, 2005) in order for students to be successful in the test. However, the instigation of this testing regime is more likely to create negative effects on teacher professionalism. Teachers are commonly not involved in the construction of standardized tests that are used for testing the students. They do the teachings but do not have the authority to make judgements of the student learning achievement. This suggests that teacher authority is likely transferred to the testing regime and test constructors (Rizvi & Lingard, 2010) as teachers are not given the authority to assess their students autonomously as professionals. It indicates that the test regimes control the autonomy of the teachers and give them less trust. However, trust becomes one of the essential components of the professional mode of coordination which entails a contract between professionals and the wider society (Gewirtz, et al., 2009).

Testing tends to create negative effects on curriculum, pedagogy and teacher professionalism (Rizvi & Lingard, 2010). The imposition of a testing program is likely to set standards that have to be achieved by teachers and schools. Students' achievement on the examinations becomes important, and test scores become the main concerns of bureaucrats and politicians. Curriculum becomes distorted as teachers tend to focus on the tested contents of the curriculum. In this sense, curriculum seems to be controlled by bureaucrats and politicians, and the status of teachers is likely becoming 'technicians' (Pinar, 2004: 27). As a result, teacher autonomy is minimized, and it significantly impacts on teachers' pedagogical practices. Teachers seem to lose their freedom to do their work as professionals. The testing regime controls teachers by using test results for making important decisions regarding teachers' work. It has encouraged the lowering of teachers' power. They do not have a choice but must follow the testing regime if they want to secure their position.

The implementation of high-stakes testing seems to cause the decline of teaching and learning (Hursh, 2008). It influences teachers' pedagogical decisions for their instructions. Teaching methods used by teachers are aligned with tested materials. This has indicated that the teaching skills and knowledge the teachers bring into the classroom are reduced. Furthermore, the imposition of standardized high stakes testing and accountability will potentially shift knowledge to a number or a score and reduce learning opportunity. The danger of this practice is that students obtain limited knowledge, and the availability of educational discourse is minimised (White, 2012).

Research Significance

The research makes contributions to the existing literature in the field of education policy. The findings of this study will make significant contributions to knowledge. The findings provide insights for policy makers and teachers to understand the consequences of standards in testing for teachers' pedagogy and professionalism. This study uncovers and articulates the impacts of the national testing on teachers' pedagogy and professionalism as a result of its implementation. I argue that the implementation of national testing has adversely affected the teachers' pedagogy and professionalism. The demand for high scores and the high-stakes and consequences of the need for the students to pass the test has led teachers teaching to the test.

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TEACHER'S CORRECTIVE FEEDBACK ON STUDENTS' SPOKEN ERRORS IN AN EFL CLASSROOM

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Abstract: Many EFL students encounter spoken errors repeatedly. In this sense, corrective feedback on students' errors might be useful since the errors that are not corrected for too long, might be fossilized (Harmer, 2012). A case study is utilized to examine the types of corrective feedback used by teacher on the students' spoken errors and the students' responses toward the corrective feedback. This study takes place in a general English class in an English course in Bandung. Through classroom observation and interview, it is discovered that recast is the most frequent strategy employed since it is considered more appropriate by the teacher. The students respond positively to the teacher's corrective feedback and feel that it can improve their English skill. It can be concluded that the corrective feedback strategies can help teachers deal with student' spoken errors. Practically, this study is expected to contribute some informative inputs for teachers to use corrective feedback on students' spoken errors. Theoretically, it is hopefully able to enrich literature in corrective feedback topic. Further research in larger setting is recommended to provide more comprehensive result that helps teachers support the improvement of students' speaking ability.

Keywords: *corrective feedback strategies, spoken errors, teacher's corrective feedback*

To be proficient in a foreign language may mean to be able to communicate orally in the target language. However, to be proficient is not a simple and short process. The students and teachers may encounter some problems in the teaching and learning process one of which is the errors that the students have to stumble over and over again. Errors refer to the students' unacceptable utterance that might be happened because of the students' lack of knowledge on particular language items (Ellis, 2003, p.15). Making errors is natural (Harmer, 2012, p. 86), important and valuable (Lightbown and Spada, 1993, p.80) in language learning. It is an indication of a learning process taking place in the students' mind and of their first language (L1) interference (Harmer, 2007; Harmer, 2012). However, teachers might be questioning whether they have to treat or ignore the students' errors. In this case, Gebhard (2006) and Brown (2001) assert that teacher should play a role as feedback provider for the students so that teachers' corrective feedback is an important element in language learning.

Many studies on corrective feedback have been conducted. Nevertheless, the questions about the importance of corrective feedback are still emerged so that it is necessary to explore this issue further. Thus, this study tries to explore the teacher's corrective feedback on students' spoken errors which focuses on the strategies employed and the students' responses toward the teacher's corrective feedback.

The Roles of Corrective Feedback

Corrective feedback is believed to have both positive and negative effects on students' learning (Brookhart, 2008; Hattie and Timperley, 2007). On the positive side, feedback on students' language errors can provide an input for students and promoting the acquisition process especially in the EFL context where students do not receive much exposure outside the classroom (Gebhard, 2006). Moreover, it prevents the danger of fossilization of errors which is caused by the errors that are not corrected for too long (Harmer, 2012, p.86; Lightbown and Spada, 1993, p.80). Several studies found that oral corrective feedback can develop students' grammatical (Lyster and Ranta, 1997 & Park, 2012) and oral competence (Lyster and Ranta, 1997; Mulyani, 2009; and Park, 2012). It can also lead the students to be more engaged in the process of learning (Octaviana, 2011). On the other hand, too much feedback could give negative effect to the students such as feeling controlled which often leads them to stop their efforts at communication (Brown, 2001, p. 288). In this sense, feedback can become a destructive thing for them (Brookhart: 2008).

Errors and Error Correction Strategies

This present study utilized error classifications according to Donald (2003) namely: lexical error, phonological errors; syntactic errors; interpretive errors; pragmatic error; and translation error. Regarding the error correction strategies, this study uses six types of error correction strategies proposed by Lyster and Ranta (1997) namely: (1) explicit correction in which teacher explicitly tells the students that their utterances are incorrect and provides the correct form of the utterances; (2) recast which is provided implicitly but indicating that the students' utterances are incorrect and the teacher reformulates all parts of the students' error without

including the error; (3) clarification request is when the teacher ask for confirmation since the message cannot be understood by the teacher; (4) metalinguistic feedback which refers to teacher's comments, information or question related to the students' deviant utterances without providing the correct form explicitly; (5) elicitation in which teacher elicits the correct forms by asking the students to complete the teachers' utterance, to reformulated versions or to answer the question the teacher asks; and (6) repetition which requires the teacher to repeat the students' incorrect utterance with raising intonation emphasis to draw students' attention to the incorrect utterance.

There are, indeed, many choices for teachers to give corrective feedback to the students. However, teachers who have a role as feedback provider also have to be aware that the feedback does not always give positive effect for the students' language learning. Therefore, we can assume that feedback, no matter how we define it as a positive thing, might be a destructive agent for the students if they are not provided in good manner. In this case, a teacher needs to consider things such as timing, kind of error the student commits, students' characteristics and learning styles in giving the feedback.

Research Methodology

This study employs qualitative case study design. A case study design has been considered appropriate, as this study, in line with one main characteristic of a case study, is concerned with a case on the application of corrective feedback and how the students respond to the use corrective feedback by the teacher.

The setting of this study is an English course in Bandung. A general English class was chosen purposively as the teacher gives more emphasis on speaking activity for the students. It can be considered appropriate for this study purposes which focuses on oral corrective feedback.

The study employed two data collection techniques, namely: classroom observations and interviews. Classroom observation was conducted to get data about the strategies employed by the teacher to correct students' spoken errors and how the students respond toward the teacher's corrective feedback. Through classroom observation, the researcher could see unspeakable point of view that could not be obtained through interview (Alwasilah, 2011) for example what occurs in the teacher's facial expressions and gestures when correcting the students' errors.

Moreover, interview was carried out to both the teacher to confirm about the reasons of the teacher in giving the corrective feedback and to the students regarding the responses toward teacher's corrective feedback on their spoken errors. Semi-structured questions were employed here in order to provide the interviewee control over the course of the interview and the interviewer a great deal of flexibility (Nunan, 1992).

Findings and Discussion

The data collected from four observations revealed that there are several types of errors in students' utterances. Some students' spoken errors were corrected, and some others were left uncorrected. The following table describes the number and percentage of students' corrected errors:

Table 4.2 Number and percentage of corrected errors

No	Error Types	Numbers of errors	Number of Corrected Errors
1	Lexical errors	8 (4.2%)	5 (62.5 %)
2	Phonological errors	58 (30.4 %)	36 (62.1 %)
3	Syntactical errors	118 (61.8 %)	16 (13.6 %)
4	Interpretive errors	1 (0.5 %)	1 (100 %)
5	Pragmatic errors	1 (0.5 %)	1 (100 %)
6	Translation errors	5 (2.6 %)	5 (100 %)
Total		191	64 (33.5 %)

From the table above, it is shown that the most frequent error committed by the students is the syntactical errors (118). This type of errors is also rarely corrected by the teacher with the percentage of 13.6 %. In addition, interpretive, pragmatic and translation errors were all corrected by the teacher (100 %) because their occurrences were only several times if compared to the syntactical errors which occurred 118 times. Syntactical errors mostly occurred because the classroom activities were designed to let the students to produce their own sentences and do presentations in front of the class.

Based on the observation, there are two occasions in which the teacher likely to correct the students' spoken errors: first, when the students are having conversation with the teacher about the topic being discussed; and second, when the error is too obvious to ignore particularly in terms of their pronunciation. For example, when some students pronounced the word student /stʌdent/ and niece /naɪsɪ/ instead of student /'stu: d ə nt/ and niece /ni:s/.

However, the data showed that the teacher was likely not to correct all students' spoken errors in their presentations. The teacher confirmed in the interview that the students' errors are not necessarily corrected all the time because of some reasons. First, it would take time. The students' presentations were implemented in the post-activity so that it is quite hard to manage the time in the last 30 minutes of the class. If the teacher correct all students' error particularly the syntactical errors, they would spend much time to discuss the grammatical pattern itself. Second, the teacher did not correct every student's error particularly the syntactical errors since the class is more focused on the speaking skill. The focus itself was decided by the students and teacher at the beginning of the course. In this context, the main point is the students' bravery to communicate in English in the classroom as well as in general communication. Third, the teacher also asserted that if she corrected the students' error every time they commit error, the teacher was worried that they will be likely to respond negatively toward the correction or the teacher. Regarding this issue, the teacher preferred not to give much feedback in order to avoid students' anxiety. It confirms Brookhart's statement (2008) that feedback can also give negative effect if it is not given in a good manner or if it is given too much.

Teacher's Corrective Feedback Strategies

The data shows that the teacher used four types of corrective feedback among the six types of corrective feedback proposed by Lyster and Ranta (1997). The following table shows the percentage of each type of feedback based on the classroom observation.

Table 4.3 The distribution of feedback types

Feedback Types	Percentage (n=64)
Explicit correction (n=5)	7.8 %
Recast (n=55)	85.9 %
Elicitation (n=2)	3.1 %
Clarification request (n=2)	3.1 %
Metalinguistic clues (n=0)	0
Repetition (n=0)	0

The table shows that recast is the most frequently corrective feedback employed by the teacher with the percentage of 85.9 % of all corrected errors. This result is in line with previous studies conducted by Khaerunisa (2007) and Lyster and Ranta (1997). Compared to both former studies, this study showed higher percentage of the use of recast. It was also discovered that the recast strategy was mostly employed to respond to the students' phonological errors while the students were having presentations in front of the classroom. The teacher mostly gave the correction directly after the students make the errors. Explicit correction and elicitation were also found in the study with lower percentage, meanwhile metalinguistic clues and repetition were not found at all.

Students' Responses toward the Teacher's Corrective Feedback on Their Spoken Errors

The data from observation revealed that the oral correction strategies that the teacher employed did not cause any observable anxiety. The students whose errors were corrected did not seem to feel offended. Moreover, a low-achiever, medium-achiever, and high-achiever students in the interview responded positively towards teacher's correcting strategies since the strategies help them improve their speaking skill. A student argued that their school teacher did not give much attention to their speaking skill. Additionally, since the classroom atmosphere is conducive, students did not feel anxious even if the teacher corrected them in front of their classmates. This result is in line with a research result by Mulyani (2009) which has revealed that no matter what the types of feedback given by the teacher on their oral presentation, the students responded positively toward the feedback given.

Conclusion and Suggestion

The analysis of the data shows that syntactical errors were the most frequently occurred since the students have to produce their own sentences to be presented in front of the class. Furthermore, this study has revealed two occasions in which the teacher tended to correct the students' spoken errors: first, when the students interacted with the teacher; and second, when the errors that the students made were too obvious not to treat. In response to the students' spoken errors, the teacher employed various types of feedback with higher percentage of the use of recast (85.9 %). Recast is regarded more appropriate and polite by the teacher because by asking question like "do you mean ...?" and then reformulating all parts of the students' utterance without including the error, the students will not feel anxious and offended when they are corrected. It is also shown from the interview that he students responded positively on the use of corrective feedback in correcting students' spoken errors. It can be assumed that the corrective feedback becomes less intimidating due to the friendly atmosphere of the classroom.

It is suggested for teachers to consider many things in giving corrective feedback to the students such as the time, the lesson objectives, the type of error the student commits, the characteristics and the learning styles of the students in order to provide effective feedback. It is also necessary to provide feedback in a good manner. For further researchers, it is suggested to conduct further studies in larger scale and longer period to gain more various and detailed data.

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GENDER IDENTITY OF MALE AND FEMALE INDONESIAN EFL COLLEGE STUDENTS' ACADEMIC ESSAYS: A CRITICAL DISCOURSE ANALYSIS (CDA)

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Abstract: This study attempted to investigate gender identities within junior college students' academic essays at one of the universities in Ciamis. In order to seek and identify subjects' identity in gendered discourses containing multiple meanings, a Critical Discourse Analysis (CDA) framework of Fairclough (1989, 2001, 2010) was employed. To determine the sample, four junior college students' essays from different sexes were purposively selected by considering such typical characteristics as: 1) written by the college students who had passed advanced writing course (Writing V); 2) the best written product as recommended by the writing lecturer; and 3) original in terms of the students' own ideas. Transitivity analysis of Hallidayan SFL was also employed in the study. The findings showed that all the written products of both male and female writers indicate masculinity. The indication tends to happen since both male and female subjects likely change their identity depending on the situations such as habitual life, type of discourse, environment, and culture shaping and being shaped by. The present study offers benefits to the pedagogy of teaching writing in terms of teachers' awareness of students' needs and interests.

Keywords: *Gender identity, academic essays, CDA, and transitivity analysis*

Introduction

The large amount of gender and language research has been on the summit of attention these days. It actually demonstrates the differences between male and female in the use of language (Oliver, 2002; Cameron, 2003a, 2003b cited in Birjandi & Tabatabaei, 2010, p. 35). Apparently, most gender studies usually employed CDA as the framework for CDA fundamentally concerns with analysing covert as well as overt structural relationships of dominance, discrimination, power, and control (such as institutional, political, gender, and media discourses) as manifested in language (Wodak, 2001, p. 2). Besides, they also involved Hallidayan SFL within their CDA.

However, those studies focused on needs analysis in textbooks, advertisements, and political discourses which are obviously dissimilar to this study. Afterwards, mostly they did not discover gender identities. Therefore, the present study attempted to discover the reflected gender identities behind the texts by engaging CDA in the context of four junior university students' academic essays.

It is expected that this study can carry some important implications for the teaching of linguistics, especially functional grammar and the study of social changes, dominations, and also social relations. This study can be applied in the linguistics subject matter and also it can sustain the teaching material for functional grammar which is taught in almost every university.

Besides, it is hoped that SFL in this analysis can be beneficial for the teachers who applied Genre Based Approach (henceforth called GBA) since SFL itself "which proposes the correctedness of text and context through the theory of register (Field/Tenor/Mode) and genre" underpin the application of GBA (Emilia, 2005, p. 71). Accordingly, this study is hoped to improve teachers' understanding concerning SFL as the fundamental part of an effective GBA to reading and writing.

Review of Related Literature

Critical Discourse Analysis to analyze the language of the society

Critical Discourse Analysis or can also be abbreviated as CDA employed as the approach of critical social research which aims at getting "better understanding of how societies work and produce both beneficial and detrimental effects, and of how the detrimental effects can be mitigated if not eliminated" (Fairclough, 2003, pp. 202-205). Since it deals with social research existing social stratification, CDA fundamentally concerned with analysing covert as well as overt structural relationships of dominance, discrimination, power and control (such as institutional, political, gender, and media discourses) as manifested in language of society (Wodak, 2001, p. 2).

CDA must be conducted through the systematic steps comprising description, interpretation, and explanation steps (Fairclough, 1989, p. 26; 2010, p. 132). The first step, description, is the step to describe the selected formal features in the text. Second, interpretation is the process of which connecting how the participants interpret the social context through their text and also how the analysts elucidate the interpretation

process of the participants and connect it with the reality or social context (Fairclough, 1989, p. 141; Fairclough, 2010, p. 132). The last step of CDA, explanation, represents the relationship between the discursive processes and the social processes (Fairclough, 2010, p. 132).

Engaging SFL to CDA to reveal gender identity

In order to find the deep meaning within the language, Systemic Functional Linguistics (SFL) is usually considered to be the main foundation of CDA since through SFL three metafunction of language, ideational, interpersonal, and textual meaning can be revealed (Martin & White, 2005, p. 7; Matthiessen, Teruya, & Lam, 2010, p. 76). Those three metafunction of language have a role “to enact our relationships, to represent our experience, and to organize discourse as meaningful text” (Martin & Rose, 2007, p. 4, 7).

This study only involved transitivity system since through it, different gender identities can occur (Poynton, 1985, p. 72). The ideational meaning can be revealed by three elements of transitivity: participant, process, and circumstance. Participants let us know the role of male and female in the clauses. Furthermore, concerning process, Egins (2004, pp. 213-214) mentions six main types of process functions, they are *material, mental, verbal, behavioural, existential, and relational processes*. Poynton (1985, p. 72) pointed out that material (doing) is usually acted by men, yet, mental and relational (thinking or feeling) process types usually involve the role of women.

Actually, not all research discovered that male always represented as masculine and female as feminine. Sahragard and Davatgarzadeh (2010) found that female dominate males in all of the participants’ roles. It is in contrast to the popular stereotypical notion of gender ideology which always believes that female is a powerless human being especially in language system. They concluded that in their research “women were portrayed as more powerful as intellectual social actors” (Sahragard & Davatgarzadeh, 2010, p. 86).

Considering what was found in the literature and some researcher’s findings, the following research questions were formulated:

1. What are the differences and the similarities between male and female students’ grammatical choices constructed within their academic essay?
2. What are reflected gender identities behind the text?

The answers of the first research question led the answers of the second research questions since the different grammatical choices can indicate the gender identities behind the texts.

Methodology

This study employed a qualitative approach as it involved the collection and qualitative analysis of data within CDA framework. CDA was thought to be the most appropriate framework in this study since Jones and Myhill (2007, p. 476) recommended that discourse analysis is generally a better way of understanding gender and the differences.

In the process of doing CDA, four students’ academic essays (2 males’ and 2 females’) were analyzed. Those essays were purposively chosen based on the lecturer of writing V subject who had considered those essays as the four bests after scoring them from the basis of the ESL Composition Profile criteria from Jacobs, et al. (1981) cited in Bacha (2001, p. 373). The junior college students’ academic essays were chosen because the junior English students at this university had got writing V in which that time they learned how to make an academic essay, even an article journal. Furthermore, Hyland (2004, p.5) mentioned that academic writers do not simply produce texts that plausibly represent an external reality, but use language to acknowledge, construct and negotiate social relations”. Thus, it had been believed that there would be some ideologies hidden behind the texts which were needed to be analyzed.

Actually, those four academic essays were analyzed through three steps of CDA based on Fairclough’s (1989, 2010) framework. Those three steps or levels of CDA are description, interpretation, and explanation (Fairclough, 1989, p. 26; 2010, p. 132). In the first step, coding and describing, all of the meanings of the texts on the surface of them were decoded. The process of decoding and describing the texts was involving Hallidayan SFL framework, transitivity system. Furthermore, in the last step of description, the inclusion and exclusion theory were applied to choose the appropriate data. The inclusion was involved when the social elements of the clauses were part of the text (Fairclough, 2003, p. 135). However, the clauses are considered excluded when they are deemed irrelevant to the reader or analyst (Karimaghei & Kasmani, 2013, p. 30) or are not part of the text (Fairclough, 2003, p. 136). The inclusion and exclusion in this analysis were based on the gendered participants. When there was no single gender participant, the clause was excluded.

Then, the second step, interpretation, examined the relationship between the discursive processes (with seeing the text as the product of a process of a production, and as a resource in the process of interpretation) and the text (Fairclough, 1989, p. 26; Fairclough, 2010, p. 132). Actually, in this step, the analyses of the step one were interpreted. Then, the results of the analysis of male and female texts were compared.

Finally, through the last step the researcher explained the properties of the text “as a form of social action” (Adendorff, 2004, p. 205). Exactly, the researcher explained the representations of the transitivity appeared in the text to the gender identities.

Findings and Discussion

All of the data in this study were analyzed qualitatively by employing three steps of CDA: description, interpretation, and explanation with a tool from Hallidayan SFL namely transitivity system.

Transitivity analysis

Transitivity analysis of the four college students’ academic essays was worth to investigate the ideational meaning. Table 1 shows the differences and the similarities between male and female essays in the representation of the participants emerged in the whole processes.

Table 1 Transitivity analysis

Process types	Participant roles	Female essays		Male essays	
		Female rep.	Male rep.	Female rep.	Male rep.
Material	Actor	54	55	54	62
	Goal	8	8	6	6
	Range	4	4	1	1
	Receiver	-	-	1	1
Existential	Existent	1	1	2	3
Behavioural	Behaver	1	1	2	3
	Phenomenon	-	-	-	-
Causative	Agent	-	-	1	1
	Actor	-	-	1	3
Mental	Senser	7	7	18	22
	Phenomenon	1	1	2	2
Relational I	Carrier	9	9	11	15
	Attribute	1	1	2	2
	Possessor	8	8	7	7
	Possessed	2	2	-	-
Relational II	Token	2	2	1	1
	Value	-	-	1	1
	Possessor	1	1	-	-
	Possessed	-	-	-	-
Verbal	Sayer	1	3	8	8
	Receiver	-	-	1	1
	Agent	-	-	1	1

Table 1 above reveals the frequencies of male and female representation as the participants within the processes. The finding shows that there were some participants in the same processes represented equally to both male and female and there were also more participants in the processes that represent the role of male and female in the different numbers of frequency.

In the transitivity analysis, it can be seen that female writers tended to involve male and female in their texts equally, except for the Actors in the Material processes, and Sayers in the Verbal processes. In the Material and Verbal processes, the role of male dominated female as the participants. However, the male writers liked to make the role of male dominated female in their writing except for the Goal and the Receiver in the Material processes, Agent in the Causative, Phenomenon in the Mental process, Attribute and Possessor, in the Relational I process, Token and Value in the Relational II processes, and also Receiver and Agent in the Verbal processes.

Gender identities behind students’ essays

The results of transitivity analysis lead to the assumption that all of the texts were deemed to be masculine. It was found that male participants dominated the role of female in the whole processes. The domination of male in the whole clauses within the essays was affected by the ideology of the writers who still believe the traditional ideology about gender that discriminate the role of female (Gunnarsson, 1997, p. 219). The supports male and female writers to the domination of male roles in the whole processes indicated their masculinity since the change of gender affected by the habitual life, discourse, environment, and culture.

In addition, there was also found that male dominated female in the whole processes included Mental, Relational that related to female (Poynton, 1985, p.72). Nevertheless, female also involved in the Material process that related to male (Poynton, 1985, p.72). The roles of female as Actor also dominated the other roles of females. These results did not indicate male as feminine since male also outnumbered the whole processes by the roles of them as the Actors. Male participants written in four essays were identified as inconsistent since they appeared as the dominator in the Material process, but, on the other side they also dominated the women as the Sensors and Carriers. However, the role of female could be indicated as masculine since the number of their appearance as the Actors was not too significantly far from the number of male roles; however, the number of their role as the Sensors and Carriers were quite far from the role of males.

Likewise, the finding also showed that both male and female had their bravery to criticize the government, the teacher, and the society to take an action to mend the education condition in Indonesia which is getting worse and worse. Actually, their bravery indicated the masculinity of those sexes since the ideology of men and women from Shitemi (2009, p.5) showed that “men are brave while women are timid”. Lastly, through the transitivity analysis there were also found the pronoun ‘we’ in the whole essays of male and female students and also the pronoun ‘I’ and ‘you’ in one of the male essay. The use of them indicated the femininity of the writers. Argamon, Koppel, Fine, and Shimoni (2006, p. 331) found in their research that female writers particularly use first person singular and second person pronouns to relate them with the readers, while males tend to not to refer to it.

Discussion

It was already assumed that the results in this study indicated that male and female were recognized as masculine. The results were in harmony with the research from Sahragard and Davatgarzadeh (2010). In spite of the fact that female didn’t dominate Material, Mental, and Relational processes like in their study, the results of female still can be portrayed as powerful and intellectual social actors indicated by their roles in the masculine process such as Material process. However, the masculinity of male did not in line with that research. The study of Sahragard and Davatgarzadeh (2010) found that males were weaker than females.

Moreover, this research result concerning the domination of male in the whole processes was in harmony with Gharbavi and Mousavi (2012) and also Karimaghei and Kasmani (2013) studies. Despite the study from Karimaghei and Kasmani (2013) discovered that both males and females were mostly activated in relation to Material processes, Male roles still outnumbered the female roles. They concluded in their study that in Iran, the writers were still holding the conventional gender ideologies that underestimate the role of females.

Anyway, the results of this study that indicated the domination of male in the whole processes of four students’ academic essays were formed by the motivation and ideology of the writers (Gharbavi & Mousavi, 2012, p. 89). The ideology of the writers was believed to be influenced by the books they read. English students who wrote these essays must be reading tons of foreign works. It was like what Sahragard and Davatgarzadeh (2010, p. 87) said, innocently reading the foreign works can build the students’ ideology little by little. It was still unknown whether the foreign works they read contained gender asymmetry or not. Thus, it was suggested that the next researcher can investigate this issue.

Nevertheless, this study unpredictably had unique results concerning the masculinity of all writers. The masculinity of all was affected by the equality of male and female treatment in Indonesia, especially in educational matter. This statement is supported by OECD (2011, p. 25) which asserted that “Indonesia has the most balanced distribution of female and male graduates across the subject areas with a slightly higher proportion of females graduating in all disciplines”. It can be meant that the result of this analysis that indicated the masculinity of all writers was the result of the gender equality in Indonesia.

As an addition, male and female writers dared to criticize the government since they were all qualified academic writers in which Hyland (2004, p. 5) asserts that as well as producing texts, good academic writers also tried to claim solidarity with the readers. With regard to this study, those four academic writers tried to involve in the problems of education faced by Indonesian and tried to help solving the problems by criticizing the government.

The last thing worthy discussed was also the lack of gendered specific pronoun such as ‘she’ or ‘he’ written in the essays. The lack of gendered participants made mostly half of the clauses in the essays excluded. This thing occurred because the writing style of the writers was infected by Indonesian grammatical structure which use gender-neutral terms such as ‘dia’ for *she* and *he* (ACARA, 2013, p. 79). Indonesian grammatical structure, especially in the term of pronoun, is commonly more concerned with the position of the family rather than gender, for example *kakak-adik* or *brother-sister* in English (ACARA, 2013, p. 24).

Conclusion and Suggestion

The opinion that stated gender language study is on the summit of attention these days led the writer to seek more about gender identities within four junior college students’ academic essays. To identify subjects’

gender identity, Fairclough's CDA with the involvement of Hallidayan SFL were involved. The results showed that all of the writers with different sexes included male and female participants involved in their essays were recognized as masculine since most of the results showed that both male and female in the analysis were masculine. Even though there was also found the femininity of both sexes, that result did not dominate the masculinity results. It does not matter whether the results of the analysis were normally found by the researcher or not since both male and female are able to change their identity depends on the situation affected by the habitual life, discourse, environment, and culture (Butler, 1990 in Caldas-Coulthard & van Leeuwen, 2002, p. 97; Alcoff, 1988, p. 431 cited in McDowell, 1999, p. 24).

In seeking the answer, one obvious limitation is inherent to the Critical Discourse Analysis itself. It is a very complex approach of language research which can only be realized through conducting various tools. The limitation of this study is the fact that this study only involved one SFL tool without confirming to the writers about the further explanation of their ideas within the texts written. Consequently, there are some things concerning the writers' ideas which are questionable. Further instruments such as interview or questionnaire are needed to be involved to clarify the research results.

Besides, this study has a limit on the sample taken. Thus, gender asymmetry which became the current issue nowadays could not really be granted as a barometer. The further research can investigate gender asymmetry within students' academic essays more deeply with the richer number of sample and data.

Additionally, it is also recommended the next researchers who are concerned with such a kind of study are more experts in generalizing and updating this research. It is also really expected that someday there will be researchers who investigate gender matters through CDA more broadly with different kinds of discourses, for example students' literary works, textbooks, or even syllabuses and assessment instruments, since this type of study is still rarely found in Indonesia. However, whatever the samples and the instruments will be used, hopefully, they can arouse more convincing results or phenomena and also give more direct implication to the development of education, especially English teaching and learning practices.

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HIGHER EDUCATION STUDENTS' PERCEPTION ABOUT PEER ASSESSMENT PRACTICE

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Abstract: Nowadays classroom's peer assessment has strategic roles in bridging students' collaborative writing improvement when conducted peer assessment. This study investigates higher education students' perception about peer assessment model. Respondents are 179 English education students (N=179) from Muhammadiyah University of Purworejo, Central Java. Research sampling uses stratified random sampling technique. Data analysis is carried out by statistical analysis through descriptive statistics applications. Findings prove that the frequencies analysis shows that higher education students' perception towards peer assessment practice is supported by the lecturer's trust, assessment accuracy, and students' expectation. The effective contribution towards this study constitutes 34%, whereas another 66% of research contribution can be influenced and supported by other factors out of those three variables.

Keywords: *Assessment accuracy, collaboration, lecturer's trust, students' expectation*

Introduction

Assessment in higher education is intended to fulfill about as students have a view expressed in driven assessment through the strategic subject of learning (Campbell and Norton, 2007) and its idea is primarily intended toward the learning enhancement (Hargreaves, 2007). Assessment continues throughout the learning to transform the classroom targets into high quality classroom assessments (Stiggins, 2005). It is also to find out what changes might be made in teaching methods, course organization or content, evaluation and grading procedures, etc., in order to improve student learning (York University, 2002) and ideally to help students plan their learning, identify their strengths and weaknesses and develop transferable skills (Al-A'ali, 2007).

Assessment was used to viewing as a means to determine grades on students' work results and to find out to what extent students had reached the intended objectives during the learning process for years. But, nowadays there is a realization that the potential benefits of assessing are much wider and affect on all stages of the learning process (Watering et al, 2008). Accordingly, peer assessment is one form of innovation which aims to improve the learning quality and empower the learners from the overall assessment process (Meletiadau, 2012).

The assessment perception in higher education is defined as students' act of perceiving the assessment activities (Watering et al, 2008), since peer assessment is a novel model to some higher education students (Meletiadau, 2012) and currently adopted technique to improve the learning process (Lai and Lan, 2006). Peer assessment is one of the most popular tools for doing assessment for learning adopted in education. It seems to be a viable alternative to involve students in the assessment process and promote independence in undergraduate level (Meletiadau, 2012) through the learners' preparation in assessment procedure which depends on how they perceive the assessment—before, during and after the assessment (Watering et al, 2008). One transparent and accountable way in doing peer assessment refers to validity facts which commonly concerns with the introduction, approach how to give mark(s) accordingly representing the performance quality, as well as truly depending on the assessment design and criteria (Verkade and Richardson, 2013), and inspiring learners' learning enthusiasm and designing next instruction program (Qu and Yang, 2010). Thus, an exploration about students' views about the validity and the need of providing relevant criteria of implementing peer assessment is quite important when probes students' perception about peer assessment activities (Wen and Tsai, 2006).

So far, peer assessment can foster high levels of responsibility amongst students, in which they must be fair and accurate with the judgments made regarding with their peers (Sluijsmans, Dochy, and Moerkerke, 1998), which engages students in making judgments about the performance of other students. Students' views on peer assessment clearly show that a peer-rating stimulates greater participation and responsibility, establish a clear assessment structure, and improve learning skills and provide more feedback (Qu and Yang, 2010). Peer assessment encourages students to take responsibility for their own learning and development, treats assessment as part of learning so that mistakes are viewed as opportunities rather than failures, and practices the transferable skills needed for life-long learning particularly related to evaluation skills (Meletiadau, 2012) and is also

designed to stimulate growth, change and improvement in instruction through reflective practice (York University, 2002).

It is apparent that peer-involvement creates opportunities for interaction while increasing objectivity in assessment. If learners are placed in a situation where they can access information on the quality and level of their own performances or those of their peers, they will be possibly able to clarify and deepen their own understanding of the assessment criteria set and required (Patri, 2002). Students are expected to generate creative answers and are rewarded when they respond differently from other students which have a focus on the mastery of higher level functioning skills that was compatible with peer assessment technique requiring the participants to construct responses using their knowledge, as believed that problem solving and critical thinking skills are more important than merely finding facts and reviewing basic skills (Cunningham, 1998). In peer assessment, students have the opportunity to observe the whole process of learning of their peers. Setting up and facilitating students' peer-assessment can provide students with deep learning experiences as well as a wealth of feedback to evaluate. In this kind of reflection, students step back from the learning process to think about their language learning strategies and their progress as language learners. Students can promote mutual supervision among members of the group and learn from each other which potentially stimulate their motivation through the peer evaluation (Qu and Yang, 2010). So, one of the easiest ways of helping students is to give feedback which directly and explicitly related to each of the assessment criteria (Campbell and Norton, 2007).

As a part from academic achievement and social interaction amongst the undergraduate students during its implementation, peer assessment model is also aware of containing some deficiencies. Those deficiencies refer to (1) friendship marking—resulting in over-marking; (2) collusive marking—resulting in a lack of differentiation within groups; (3) decibel marking—where individuals dominate groups and get the highest marks; and (4) parasite marking—where students fail to contribute but obtaining benefit from group marks (Sluijsmans, Dochy, and Moerkerke, 1998). Over-marking by peers as 'friendship marking' or 'decibel marking' could impact peers find it difficult to criticize their friends (Falchikov, 1995; Patri, 2002). Problems can arise when group work is assessed and the same mark is awarded to individual students irrespective of their contribution to the group work. The participants think the assessment in the group as unfair and inequitable if there is equal reward for unequal contributions. Therefore, the negative experience can lead to students feeling meaningless and dissatisfied with the results in group work (Al-A'ali, 2007). Learners over- or under-estimating their own and their peers' language skills affects the validity of assessments with low achievers over-estimating and high achievers under-estimating (Patri, 2002), because the use of the averaged peer scores as the 'standard' can be questioned that peer assessments are likely to have poor validity and low reliability (Magin, 2001).

Aim and research questions

This study aimed to investigate the role of peer assessment practice in contributing to the higher education students of English education experience during their collaborative writing works in the classroom. To obtain the aim, this study revealed the perceptions of peer assessment practice with the following research questions: (1) how do higher education students perceive the peer assessment practice; and (2) what factors may contribute towards the peer assessment practice amongst the higher education students?

Methods

Population and Sample

The research population was higher education students of English education in undergraduate degree from Muhammadiyah University of Purworejo (UMP), Central Java, Indonesia. All participants had already attended the writing course in semester 4 and 5. The number of sample size (N) was 179 respondents out of 360 population and had been chosen through the stratified random sampling technique. McMillan and Schumacher (2001) pointed out that the sample size determination should impact to the research design, hypothesis, benefits, number of variables focused, data collection method, and findings. The minimum sample size determination herein adopted Cohen's formulation (1977).

Procedure

The data collection was conveyed by distributing the questionnaires to respondents and all responses were engaged in a Likert scale, starting from 1 to 5. This research procedure accommodated the instrument items of peer assessment as a means of differentiating amongst the students' contributions (Lejk and Wyvill, 2001). The questionnaire explained about the higher education students' perception during their peer assessment activity when they participated in writing course. Data was randomly collected from the undergraduate English education students of Muhammadiyah University of Purworejo, who had attended in writing course 4 and 5.

Data Analysis

Data analysis technique was to determine the contribution of each item upon lecturer's trust, assessment accuracy, and students' expectation data by applying descriptive statistical analysis technique and simple correlation analysis. The variable data description was intended to reveal the data distribution. The central tendency measurement was applied to obtain mean (*M*), median (*Md*), mode (*Mo*), and standard deviation (*SD*).

Findings and Discussion

Lecturer's Trust

Table 1 summarized that the findings upon lecturer's trust variable amongst the respondents' perception had appreciated empirically, in which it could be stated into **very important** category with the highest contribution of this variable was 64%. Overall, the score distribution on lecturer's trust could be described in the following: (1) there were 64% or 114 respondents responding that the lecturer's trust was very important; (2) 19% or 34 respondents definitely appreciating that the lecturer's trust was important; (3) 16.7% or 30 respondents also proving that the lecturer's trust was moderate; (4) 0.2% or 1 respondent indicating that lecturer's trust was less important, and there was no respondent stating that lecturer's trust was not important. Based on the findings obtained, the lowest score was 21 and the highest score was 84, whereas the mean score was 56.04 and standard deviation was 4.586.

Table 1. Score Distribution on Lecturer's Trust

Category	Interval	Frequency	Percentage (%)
Very Important	69 - 84	114	64
Important	53 - 68	34	19
Moderate	37 - 52	30	16.7
Less Important	21 - 36	1	0.2
Not Important	5 - 20	0	0
Total	-	179	100

Assessment Accuracy

Table 2 precisely described that the findings upon assessment accuracy variable perceived by the respondents had appreciated empirically, where the achievement level showed the **important** category with the highest contribution of this variable was 56.4%. Overall, the score distribution on assessment accuracy could be described in the following: (1) there were 64% or 114 respondents responding that the assessment accuracy was very important; (2) 19% or 34 respondents definitely appreciating that the assessment accuracy was important; (3) 16.7% or 30 respondents also proving that the assessment accuracy moderate; (4) 0.2% or 1 respondent indicating that assessment accuracy was less important, and there was no respondent stating that assessment accuracy was not important. Based on the findings obtained, the lowest score was 26 and the highest score was 89, whereas the mean score was 55.87 and standard deviation was 6.547.

Table 2. Score Distribution on Assessment Accuracy

Category	Interval	Frequency	Percentage (%)
Very Important	74 - 89	50	28
Important	58 - 73	101	56.4
Moderate	42 - 57	26	15
Less Important	26 - 41	2	01
Not Important	10 - 25	0	0
Total	-	179	100

Students' expectation

Table 3 notably released that the findings upon students' expectation variable perceived by the respondents had proved their perception variously upon 5 categories given, where the achievement level ranked to the **very important** category with the highest contribution of this variable was 66%. Overall, the score distribution on students' expectation could be summarized in the following: (1) there were 66% or 118 respondents stating that the students' expectation was very important; (2) 20% or 35 respondents definitely appreciating that the students' expectation was important; (3) 14% or 26 respondents also proving that the students' expectation was moderate; meanwhile, there was no respondent indicating that students' expectation

was either less important or not important. Based on the findings obtained, the lowest score was 47 and the highest score was 94, whereas the mean score was 54.09 and standard deviation was 5.642.

Table 3. Score Distribution on Students' Expectation

Category	Interval	Frequency	Percentage (%)
Very Important	79 - 94	118	66
Important	63 - 78	35	20
Moderate	47 - 62	26	14
Less Important	31 - 46	0	0
Not Important	15 - 30	0	0
Total	-	179	100

Conclusions and Suggestions

The findings and discussion upon higher education students' perception about peer assessment practice can be drawn into: firstly, there are 52% or 93 out of 179 respondents contributing that the peer assessment practice can support their collaborative works during the writing course activities. This perception is empirically proved through five categories given in the questionnaire, where the category of 'very important' ranks the highest contribution. In contributing its practice, peer assessment gains three supporting variables, such as lecturer's trust, assessment accuracy, and students' expectation in this study. Secondly, the determinant coefficients (R^2) result of 0.340 or 34% indicates the research contribution of peer assessment practice, in which this contribution is determined by the lecturer's trust, assessment accuracy, and students' expectation variable. Meanwhile, another 66% of this research contribution will be influenced and supported by other variables out of these three variables. Thus, there will be advisable that other variables can be academically considered as an approach on designing, implementing, and developing the instruments to support the relevant variables towards peer assessment issues.

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IMPLEMENTING AUTHENTIC ASSESSMENT ON STUDENTS' ENGLISH WRITING (A Case Study in One of Senior High Schools in Tasikmalaya)

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Abstract: This is the study of how teachers implement the authentic assessment on students' English writing. Two English teachers and their students are involved in this qualitative study. The data are collected through three techniques, namely; observation, interview toward the teachers, and documentation study toward lesson plans and syllabi of the teachers. The collected data were then analyzed based on the theory of the process of assessing writing by NSW Department of Education and Training (2007) by using the data analysis process of Miles and Huberman (1984) in Sugiyono (2012). The findings show that both teachers conducted all steps of the process of assessing students' writing consisting of collecting evidence, making judgments, planning learning experience, teaching, monitoring and recording student progress, and reviewing and replanning teaching/learning programs. The steps of the process were not conducted chronologically from the beginning till the end, but some of them were conducted at the same time. Besides, the activities in each step were conducted in several similar and different ways between the teachers. However, the primary purpose of each step was accomplished.

Keywords: *Authentic assessment, assessment of writing, process of assessing writing*

Introduction

The development of curriculum has resulted the shift in the assessment aspect. Nowadays, the era of traditional assessment, particularly in the form of multiple-choice and other standardized test type, has been replaced by nontraditional so-called alternative or authentic assessment. This kind of assessment is still unfamiliar among teachers particularly for they who do not develop their knowledge and understanding. O'Maley and Pierce (1996) In authentic assessment, what the teachers should produce is the assessment tasks that reflect their students' learning, achievement, motivation and attitudes toward the classroom instructional activities. Moreover, the interrelation between instruction and assessment makes it impossible to work without the collaboration between them. As a result, the process of assessment cannot be separated with the teaching learning process. Bennu and Purnomo (2009) The assessment is a part of the teaching and learning. Hence, it makes language assessment as a complicated work. In this case, teachers should go through the process of assessing writing skill elaboratedly in instructional process.

Another confusion faced by the teachers happens when they face the different term stated by Bennu & Purnomo (2009) about assessment, test and measurement. The differences between assessment and test can be viewed based on the case of duration and purpose. Assessment is the all activities containing the process of collecting the information about the students' achievement toward the learning objective in a wider domain continually (Airasian, 1991 in Bennu & Purnomo, 2009; NSW Department of Education and Training, 2007; Brown, 2004). Meanwhile, a test is a subset of assessment used by the teacher to know about the students' achievement in certain time and for certain purpose (Brown, 2004).

The assessment of writing as one of language assessments conducted by the teachers is regarded as an uneasy work to assess (Brown, 2004). The problem can be easily found when the teachers analyze the students' writing one by one with different length, handwriting quality and neatness. It clearly takes time and effort. Besides, the whole process of assessing writing is not clearly known by the teachers. Therefore, many teachers still have the confusion resulting the variation of the process of assessing writing (Bennu & Purnomo, 2009). As a result, they sometimes conduct an assessment based on their intuition.

Despite the confusion of the teachers in case of the assessment of writing in ESL/EFL classroom, the fact shows that there is no different treatment or technique to apply for both native and foreign students. Silva (1993) in Brown (2001) advises the practice including the assessment used in L1 writing classroom to adopt by the teachers in their ESL/EFL classroom. For the process itself, NSW Department of Education and Training (2007) describes the process of assessing writing consisting several steps; collecting evidence, making judgments, planning learning experience, teaching, monitoring and recording student progress, and reviewing

and replanning teaching/learning programs. Therefore, it is expected that the teachers become sure in conducting assessment for their students.

An investigation on the teachers' assessment on writing conducted by Hartono (2013) only reveals the variation on the teachers' perception about good writing, the method or technique used to assess students' writing, and the way the teachers correlate teaching and assessment. On the other side, the present study is to figure out the process of assessing writing. It has not been discussed before, so that, it is for this purpose the present study is carried out.

Method

Employing a case study qualitative design (Moleong, 2013; Berg, 2001), this study involved two English teachers from one of the senior high schools in Tasikmalaya as the respondents of this study. The English teacher who becomes the respondent 1 (R1) in this study is fifty two years old, graduated from University of Education, and has more than thirty-year experience in teaching English at several schools. Another English teacher who becomes the respondent 2 (R2) in this research is thirty five years old, graduated from a Faculty of Education in West Java, and has more than ten-year experience in teaching English. Beside the individuals who are the subject of the research, the other data are obtained from the teachers' document in form of the teaching administration documents. The documents are the syllabus and lesson plan of the teachers who become the subject of the research.

Three data collection technique used in this study were observation, interview and documentation study. Observation used in this study was in the form of passive participation observation in which the researchers observed the activity of the teachers in the classroom. Interview used in this study was in the form of structured interview technique in which the researcher asked the respondents by using interview guideline. Documentation study was used to gather the specific information from the teachers' syllabus and lesson plan.

Data analysis used in this study was Miles and Huberman model in Sugiyono (2012) consisting of data reduction, data display, and conclusion drawing/verification. Data reduction was conducted by sorting the most important data related to the focus of this study by using categorization of the data from the process of assessing writing stated by NSW Department of Education and Training (2007). Data display was conducted by displaying the reduced data in the form of description of the process of assessing students' writing. Conclusion drawing/verification was conducted by making conclusion based on the result of the analysis.

Findings And Discussions

The findings displayed answer the research problem on this research. The findings are organized based on the process of assessing the students writing conducted by respondents.

Collecting Evidence

The findings show that collecting evidence step was conducted by both of the respondents. From the results, the respondents collected the evidence through different activities. However, the sources were the same. They were the students and their writing both in the form of full text or exercise.

R1 conducted the collecting evidence step by observing the students' answer from several exercise at class. Besides, R1 discussed the exercise with the students. In addition, R1 conducted the evidence by analyzing the students' utterance both in oral and written form. Then, R1 made a note of the information about the students' difficulties. The note is used as a record for making a judgment of how to solve them.

Whereas, the process of collecting evidence of R2 was almost the same with R1. R2 conducted the observation to the students' activity when they were asked to do the assessment task or exercise. Besides, R2 approached directly to the students who seemed to have a difficulty in writing. Then R2 asked the students about their difficulty. In addition, R2 made several discussions with the students about the difficulties they had.

Making Judgments

The findings show that both R1 and R2 first conducted the process of making judgments from the evidence gathered from the previous step. It is in accordance with the activity of making judgments stated by NSW Department of Education and Training (2007).

Planning Learning Experience

Based on the findings, both R1 and R2 planned how to meet the students' needs and how to cope with the difficulties through whole class instruction. It is in line with what NSW Department of Education and Training (2007)

Teaching

Based on the findings, after the teacher planned the learning experience, they conducted teaching as a means for meeting with the students' needs and coping with their difficulties particularly in writing. This activity is the same with what NSW Department of Education and Training (2007)

Monitoring, Recording Student Progress

The findings show that both R1 and R2 conducted this step simultaneously with the teaching step by asking the students to do the exercises at class. They used the exercises stated on the textbook. Therefore, they can monitor the students' progress quickly. After that, they discussed them with the students as a feedback giving activities. In addition, based on the findings, both respondents gave the assessment task of the writing by using their own creation. The task belonged to the task for direct writing assessment in which the students were asked to write a spoof text.

After that, in determining whether the students did progress or not, both respondents scored the students' writing. Based on the findings, R1 and R2 used a holistic scoring in which they made judgments toward the students' writing holistically. This activity was clearly conducted individually by the respondents.

Reviewing, Replanning Teaching/Learning Programs

The activities conducted in this step by each respondent were different. R1 used the result of the test or assessment task as the indicator of the success of the teaching and learning activities. R1 compared the students' test or assessment result to the MAC (Minimum Accomplishment Criteria) and re-plan the remedial teaching for solving the problem. Therefore, the students' difficulties causing fault of the test could be resolved earlier. It is in accordance with what NSW Department of Education and Training (2007)

Meanwhile, R2 reviewed the teaching and learning by using an authentic way. R2 conducted a discussion with the students about how good or bad the teaching was and corrected it based on the result of discussion. This activity is regarded as an effective way of reviewing or reflecting the teaching. It is in line with Tice, Julie (2011) who agrees with the use of question answer technique for reflecting teaching

In addition, the respondents conducted different plot of the process of assessing students' writing, as follow:

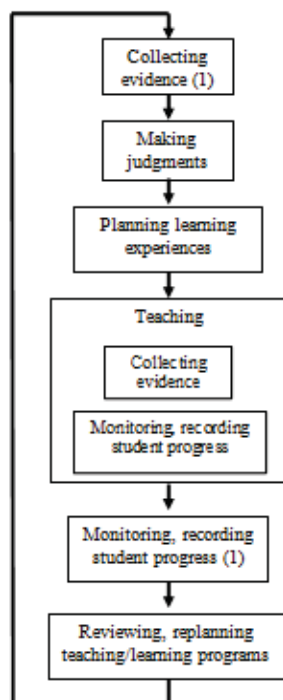


Figure 1.1 R1 Assessment Process

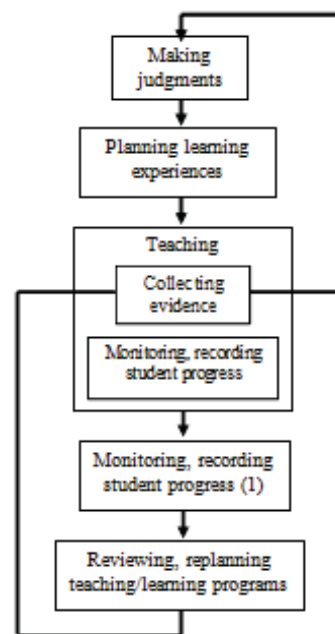


Figure 1.2 R2 Assessment Process

Conclusions and Sugesstions

After analyzing the collected data from the previous section, it is concluded that the respondents of the research conducted several step of the process of assessing students' writing. The steps consist of the steps of collecting evidence, making judgments, planning learning experience, teaching, monitoring and recording student progress, and reviewing and replanning teaching/learning programs. However, the activities of each step vary between the respondents and the step was not conducted chronologically. Some of the steps which are collecting evidence and monitoring, recording student progress overlapped another step. Even, one of the respondents conducted them twice.

The entire activities of the step of the process of assessing students' writing conducted by both respondents have one purpose. It is to improve the quality of the students, particularly in writing, by enhancing the teaching and learning. Therefore, the teachers can create the good output of the education.

The conclusion shows that actually the teachers have done the right way of assessing writing skill. Unfortunately, they subconsciously realize what they did. So, it is recommended that the readers, particularly for the English teachers, to enrich deeper understanding of assessing students' writing. The further researchers are also recommended to find out the process of assessment for the other language skills which are listening, speaking, and reading. Besides, a large number of respondents are supposed to involve in the research of investigating a writing assessment in order to measure the transferability of the research result because this research only focuses on two English teachers as the respondents. In addition, respondents' factors causing the differences or similarities of the process of assessing writing such as background, gender, age, experience can be deeply discussed. The effectiveness of the assessment itself can be discussed also.

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STUDENTS' ORAL PRESENTATION AS MULTIMODAL AND FORMATIVE ASSESSMENT

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Abstract: The pervasiveness of digital media technologies has significantly shifted the notion of teaching and language learning. This also affects how teachers design particular assessment for students' learning process in a multimodal environment of the contemporary classroom. However, the construction of multimodal assessment and its effects on students' learning outcomes particularly on their oral performance is still inconclusive. Taking into account Wiliam's (2011) strategies for successful formative assessment practice and the advancement of Computer-mediated Communication (CMC) use in learning, this paper illustrates the emergence of students' oral presentation as multimodal assessment in language classrooms particularly at tertiary level, and provides insights for teachers to design and develop a rubric for assessment. Specifically, this paper argues that despite its challenges in classroom practice, this alternative assessment can be used to assess students' multimodality proficiency and to be formative assessment. Additionally, this assessment can be used to monitor students' learning progress and diagnose their learning problems through teachers' feedback once students present their works orally. Therefore, it is expected that this practice can scaffold students' multimodal literacy by using the multimodal assessment for their learning as a teaching approach in pedagogy of multiliteracies, and improve teachers' quality instruction and students' learning outcomes.

Keywords: *Computer-mediated communication (CMC), multimodal assessment, oral presentation, formative assessment, teachers' feedback, tertiary students.*

Introduction

As multimedia technologies have been highly used in language pedagogy practices, literacy is no longer viewed as the ability to read and write. Rather, new literacies are associated with the ability to understand and compose different modes (e.g. audios, visuals, motions, and spatial modes of meaning) which also possibly result in meaning-making. These new literacies represent a meaning-making process which combines two main elements of literacies: language and multimodal elements (Ajayi, 2009; Cope & Kalantzis, 2009; Jewitt, 2005). In other words, meaning making is conceived not only by using of standard language but also by integrating multimodal in contemporary language teaching and learning practices. As a result, teachers need to address this learning transformation as an important dimension of their instruction. Teachers have to be able to develop instructional materials and appropriate assessments that fit into a language pedagogy of multiliteracies. PowerPoint, Prezi, and PowToon, for instance, which are three of software tools used to support oral presentations visually, have become more popular in language classrooms particularly at tertiary level (Nelson & Johnson, 2014; Rowsell, 2013; Yi, 2014; Yu & Yan, 2013). Teachers present their materials by adding some semiotic resources (e.g. sounds, graphics, images) into slides which create meaning to help learners to understand concepts being taught (Kress, 2010). Since they transform abstract concepts (e.g. grammar, psycholinguistics, sociolinguistics) into something meaningful and engaging, these presentation slides can captivate learners' interest and increase their motivation to learn. Further, as a part of course assessments, teachers often assign their students individually or in groups to create multimodal texts by using presentation applications (Wang, 2011). One of the goals of this assessment is to see how well students understand concepts being taught and explore links among theory, research, and practice. Hence, teachers can consider this activity as formative assessment to gain information from students' performance used to make adjustment for their instruction to meet students' needs and course objectives.

However, despite their potential benefits for language pedagogy, presentation slides regarded as an emerging academic genre are not taught explicitly. These multimodal texts are infrequently addressed in language teaching. On the one hand, learners find it difficult to design effective presentations that meet course expectations when being assigned by their teachers. They may just add and mix images and sounds to sum up information from course materials into their presentations, but they do not have comprehensive understanding of what they do in the presentation. On the other hand, teachers may not know how to assess their presentations. When it comes to assess students' presentation slides, they only focus on the language use (e.g. accuracy and fluency) (Hung, Chiu, & Yeh, 2013). In fact, there are also other non-linguistics modes included in designing slides that can make meaning. This may be because little information is available for teachers to design rubrics for multimodal assessments if they want to practice multimodal teaching in their classrooms. Thus, the purpose

of this paper is to describe the emergence of tertiary students' oral presentation as multimodal assessment in language classrooms and provides insights for teachers to design and develop a rubric for assessment. Specifically, this paper argues that despite its challenges in classroom practice, the multimodal assessment fosters teachers' understanding of particular learning materials and target skills, as well as giving information for students to design presentation visual aids for their oral performance.

Before discussing how this multimodal literacy practices can be implemented in the language classroom, the paper is split into a number of related sections. This paper will first address relevant theoretical accounts of multimodality for oral presentations. Secondly, the paper briefly explores some opportunities and potential challenges in implementing multimodal assessment in the language classrooms. It then discusses the use of multimodal presentations as a part of formative assessment of language courses and proposes elements to develop a rubric for oral presentations as multimodal and formative assessment. Finally, the paper provides possible pedagogical implications.

Multimodality in Oral Presentations

Oral presentations are commonly used especially in higher education to present information related to course materials. Not only is an oral presentation a valuable skill in communication that students should master, but also this is a useful communicative academic practice for teachers to develop students' knowledge in the language classroom. Specifically, the oral presentation is an approach used by teachers to evaluate students' learning outcomes of the course (Grez, Valcke, & Roozen, 2009). Students are assigned to design effective presentation slides that demonstrate their understanding of materials. To develop such a presentation, students usually need to combine various communicative modes (e.g. images, videos, sound, gestural and spatial of meaning, transcribed speech) within a text which visualizes meaning making (Altas, 2014; Cope & Kalantzis, 2009; Kress, 2010; Nelson & Johnson, 2014; Shanahan, 2013). Briefly, this text conveys meaning or message from the choices of modes that influence how viewers perceive in particular ways.

Theoretically, according to Cope and Kalantzis (2000), Kress and Van Leeuwen (2001), and Kress (2005, 2010) who firstly invented the term 'multimodal' contend that due to the advancement of technologies, communication is no longer restricted with one single mode (e.g. text) through one medium (e.g. books or articles). Multiple modes can be mixed and constructed using computer technology as a medium. In other words, multimodal texts are designed by combining certain modes (e.g. images, sound, colors, and videos) with putting logics in the mix to make meaning. In this way, different modes can compensate for each other's drawbacks since every mode has its own advantages and disadvantages (Janks, 2010; Lauer, 2009; Whitin & Whitin, 2012). For instance, while spoken or written language may only be useful to construct an argument, visuals can work effectively to present relationships in texts as they are organised dimensionally. If all modes work together in a presentation, they can develop and emphasise meaning by setting up particular modes such as word size, colors, and sounds.

Multimodal Assessment: Opportunities and Challenges

With the increasing use of digital technologies (e.g. presentation software tools) in language course assessments, there is a need to consider multimodal assessment in contemporary classrooms. Teachers of particular courses in language programs have their students design presentation slides as part of the learning process. However, assessing oral presentations performed by students may be challenging. Specifically, there are some issues when it comes to scoring students' presentation skills and the content of their presentations. Since there are no standardised scoring rubrics, well-designed or bad presentations sometimes can distract teachers' perceptions of the information displayed (Lim, 2013; Pandya, 2012). There are also concerns about the degree to which the product of presentation work is assessed as well as the process of presentation making, particularly if this activity is assigned to groups. Hence, there should be a model of appropriate multimodal assessment for learners' oral presentations. What follows is a brief review of some benefits as well as potential issues that need to be considered when employing oral presentations as multimodal assessment.

Firstly, multimodal assessment encourages teachers to assist learners to construct a metalanguage for illustrating and understanding multimodal texts. This assessment allows teacher-student discussion of criteria for enhancing students' knowledge and skills in composing presentation slides. Jewitt (2003, 2005) argues that using such a rubric for multimodal assessment can also be used to collect information about learners' learning progress and provide learners with feedback and a new framework in learning particularly to compose engaging multimodal texts for their oral presentations. In the same vein, Hung et al. (2013) investigated how a designed rubric as a formative assessment tool can assist tertiary EFL learners in Taiwan to produce presentation slides as a multimodal text. They found that this rubric was effective in improving learners' understanding when designing multimodal texts. Thus, it is important to design an effective multimodal assessment tool to support learners' multiliteracies practices.

Secondly, multimodal assessment supports learners' autonomy in their learning processes. They can take the ownership of their knowledge construction when they are assigned to design presentation slides. They also can control on their learning outcomes through self-directed learning, as they have a deep and meaningful engagement with course materials. Further, this assessment allows them to be more flexible and explore their interests in creating a presentation (Fehring, 2005; Godhe, 2013; Mills, 2010). For instance, they are free to choose which modes they use and compose into their slides. Hence, this creates comfortable environment for learners to use new and engaging digital media in learning that fit into their real-life contexts in composing presentation slides.

Finally, as an authentic form of assessment, multimodal assessment affords learners with more opportunities to develop their relevant multiliteracies skills in the digital age. In other words, this assessment can support not only students' learning processes in the classroom, but also their future careers in the workplace. One of the main goals of higher education is to prepare students to enter workplaces and gain professional success. Of course, multimodal assessment enhances their digital literacy skills in order to create high performing and creative students (McConnell, 2014; Tan & McWilliam, 2009). Particularly, these skills are important for those who want to be language teachers. They can use their formal qualifications that a university awards to be implemented in their teaching practice. Briefly, this multimodal assessment may be a useful way to encourage students to develop their creative capacities for their future professional pathways.

Teachers, however, may need to overcome potential challenges when applying oral presentations as multimodal assessment. The first issue is related to the focus of assessment in oral presentations. By concentrating on students' multimodal proficiency and their technical skills, the teachers' attention may be distracted from the substantive content of the presentations. The next issue is the time consuming nature of the process. This assessment can take a great deal of time to implement especially in big classes. For instance, teachers might spend more time in giving constructive feedback as soon as students finish presenting their slides. Lastly, subjectivity in scoring cannot be avoided. Teachers find it easy to assume that particular students who can perform well in their presentations are active users of such technologies. This issue may arise when assigning students to do oral presentations in groups. Therefore, to solve these issues, teachers really need to have clear objectives and criteria for what to expect from students' presentations.

Multimodal Presentations as Formative Assessment

According to Wiliam (2011), formative assessment or assessment for learning refers to a wide range of practices used by teachers to evaluate student learning process. This assessment can be used to monitor their progress during the instructional process in order that teachers can take some action to enhance student learning (Chappuis, Stiggins, Chappuis, & Arter, 2011). Shepard (2008) adds that the information gained from formative assessment can be used to make adjustments to teachers' instruction to frame a new learning. More importantly, formative assessment is not an add-on to instruction, but it is integrated into instructional process. In other words, formative assessment is not an instrument or tool. Rather, it is a process that teachers and students have to incorporate into the classroom.

Oral presentations can be one of instances of formative assessment in the classroom. This multimodal assessment can be used to create an interactive feedback session which afford more opportunities for having discussion between teachers and students. These constructive feedback sessions pertain to not only the multimodality aspects of presentation slides, but also the materials of a course. Teachers can briefly review what students understand about teaching materials after they perform their multimodal presentations. This reflection can inform teachers to make adjustments or new learning framework so that students can enhance their knowledge and skills related to courses being taught. Therefore, in the light of formative assessment, teachers can assist students to compose or produce multimodal presentation tasks by using different modes appropriately and effectively, as well as to gain information and evaluate their understanding of teaching materials. In this way, students may improve decision-making skills in combining multiple modalities and help them understand the principles of effective communication to present particular topics or tasks related to course materials.

Informed by the New London Group's (2000) pedagogy of multiliteracies and Hung's et al. (2013) theory-driven rubric guided by five design modes (linguistic, visual, gestural, auditory, and spatial), I propose four design elements included into a rubric for oral presentation scoring sheet as multimodal and formative assessment: 1) coverage of topic (e.g. introduction and development of topic, compact topic with one main issue, evidence of clear understanding of the issue by providing relevant background research, conclusion of topic, thoughtful response to questions of audience); 2) critical commentary (e.g. exploration of links among theory, research, and practice, exploration of contextual influences, personalised (e.g. related to one's research interests, experience, and professional)); 3) delivery (e.g. audience engagement such as eye contact, voice (e.g. clarity, pace, and fluency), language use); and 4) visual aids (e.g. the use of color and typography to reflect a visual theme, animated elements or special effects, sound effects or narration). These four elements can be modified into a complete grading sheet which typically has a scoring system attached to performance descriptors and space for

comments. Researchers and practitioners can thus adapt the four elements to better fit into their research and instructional goals.

Conclusion

Informed by relevant theories and previous research studies for successful formative assessment practice and the advancement of CMC use in learning, this paper explores some advantages and disadvantages of the use of multimodal assessment in classroom practices. Oral presentation practice can also be integrated into the classroom as formative assessment so that the outcome inform both teacher and students about their learning progress, and lead to considerable adjustments to instructional process.

This assessment can foster constructive feedback practice to provide students with knowledge and skills not only in composing different modes into presentation slides for new literacy practices, but also in gaining better understanding of course materials. Although this formative feedback may benefit student learning, time constraints may become an issue in implementing this idea into the classroom practice. Therefore, teachers should be able to design effective multimodal assessment for their own local contexts. As guidance, four design elements proposed in the paper can be used to develop a complete scoring rubric for oral presentations in order to assess students' multimodality proficiency as well as their learning progress regarding course materials being taught.

Biography

Fauzul Aufa is currently a Teaching Assistant in the English Department at State University of Padang. Aufa received his masters in Applied Linguistics in 2013 from the University of Queensland. His research is mainly concerned with online discourse analysis, Computer-assisted Language Learning (CALL), language assessment, language socialisation, and intercultural communication.

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THE CHALLENGES IN IMPLEMENTING AUTHENTIC ASSESSMENT IN CURRICULUM 2013

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Abstract: Curriculum 2013 requires educators to apply authentic assessment as a method of educational measurement. Authentic assessment is an evaluation process involving multiple forms of student's performance on instructionally-classroom activities. This assessment contributes to the development of the effective classroom measurement. It encourages students to be more active and helps teacher reflect on their teaching and improve the instruction. Conversely, applying this method effectively is quite challenging. Indonesian schools tend to have big classes with limited time of teaching. Furthermore, managing time, ensuring curricular validity and minimizing teacher bias and subjectivity are the crucial problems in applying this method of assessment. Additionally, this paper will theoretically, expose the problems in implementing of authentic assessment to search for possible strategies in minimizing them. Exploring the related theories of the authentic assessment and the curriculum 2013 will inform English teachers about how classroom assessment should be enacted properly.

Keywords: *authentic assessment, implementation, curriculum 2013*

Introduction

Curriculum is a fundamental part of educational program. It provides educators planned and structured framework of an instructional design to achieve particular educational goals. In 2013, the Ministry of Education and Culture published the curriculum 2013 to refine the implementation of KTSP. The Curriculum 2013 used to improved religious tolerance as education should not only make people smart but also to train Indonesian to be mentally tough, physically healthy, tolerant and willing to live in harmony with others with different religions, race and tribes. One of the significant alteration in curriculum 2013 is the use of new method in assessment. Based on *Permendikbud* No. 81a 2013, teachers are demanded to implement authentic assessment as the method of assessing the students' competence. The implementation of authentic assessment is expected to be able to improve the quality of formative assessment during the process of learning English. However, implementing authentic assessment requires the English teacher to be skillfull since there will be many problems that are probably will be faced by them.

Authentic Assessment

According to O'malley & Pierce (1996) authentic assessment is the multiple forms of assessment, that reflects students' learning motivation and attitudes on instructionally-relevant classroom activities. Particularly, in implementing the authentic assesment, teacher should apply some criteria which related to the activities of constructing knowledge, observing, trying new concept and student's achievement outside the school. This kind of assessment is highly relevance with the implementation of curriculum 2013 as its ability to describe the progress of students performance such as in observing, reasoning, trying and net-working. The tendency of authentic assessment in the use of contextual and complex tasks enables students to show their more-authentic competences.

1. Types of Authentic Assessment

According to Feuer & Fulton, there are numeruos types of authentic assessment used in classroom today (1993). Teacher can select from a number of option to meet specific purposes or adapt approaches to meet instructional and students needs. However, Curriculum 2013 demand teachers to apply four kinds of authentic assessment. Those are performance assessment, portfolio assessment, and project assessment.

a. Performance Assessment

Performance assessment is assessment tasks that require students to construct a response, create a product or demonstrate application of knowledge. A performance assessment (a) requires students to create a product or demonstrate a process, or both and (b) uses clearly define criteria to evaluate the quality of student's work. It demand students to do something with their knowlege, such as make something, produce a report or demonstrate a process.

b. Portfolio Assessment

Portfolio assessment is a purposefull collection of students work that is intended to show progress over time (O'malley & Pierce, 1996). The portfolio may includes samples of students works, usually selected by the

students, or by the students and the teacher to represent learning based on the instructional objectives. Portfolio assessment can also be defined as a continuous assessment process based on a set of information that show the development of students' competence in a certain period of time (Permendikbud No. 81a Tahun 2013). Basically, portfolio assessment assesses students' works individually in a certain time toward certain subjects. At the end of the period, the students submit the work which will be scored by the teacher. Based on the information of the students' progress, teacher and student themselves do some improvement. As the result, portfolio can indicate the students' progress through their work such as writing letter, composing poem or designing an advertisement.

c. Project Assessment

Project assessment is activities of assessing students' tasks which have to be finished within a period of time. The tasks are in the form of investigation starting from the planning, data gathering, organizing, data analysis and data presenting. Project assessment can be used to know the students' understanding, their ability in applying, and their ability in informing toward a certain subjects.

Students may complete a project on specific topic and or exhibit their work. A project can include displays or models of buildings or objects appropriate to an instructional setting, role-plays, simulation, artistic creation, videotaped segment, charts, graphs, tables, etc. A project may be conducted individually or in small group and is often presented through an oral or written report. Project presented orally can be reviewed by a panel of judges rating the content presented, its organization and or the language used. Teachers often ask students to develop a presentation on a particular historic period and to generate drawing and written product appropriate to the period. This approach may be effective when English language learners are taught to communicate step by step procedure or project description that are supported by diagrams or realia.

2. Designing Authentic Assessment

The complexity of changing the assessment approach in school resulting from the implementation of curriculum 2013 warrants a multi-step planning procedure that brings teachers and school together with parents and administration. Participation in the process for developing authentic assessment is an important way to gain the cooperation and commitments of those who need to be involved in the assessment. Baker (1993) suggested to use eight steps in for planning and developing authentic assessment.

- a. Build a team
- b. Determine the purpose of the authentic assessment
- c. Specify objectives
- d. Conduct professional development on authentic assessment
- e. Collect examples of authentic assessment
- f. Adapt existing authentic assessment or develop a new one
- g. Try out the assessment
- h. Review the assessment

3. The Technique of Scoring Authentic Assessment

The scoring of authentic assessment should always be defined before the exercises and assessment procedures are developed. According to Nitko (2001) rubrics, checklist, and rating scales are the most frequently technique used in scoring authentic assessment.

Rubrics

Rubric is scoring guide, consisting of specific pre-established performance criteria, used in evaluating student work on authentic assessments (Mertler, 2001). Rubrics are typically the specific form of scoring instrument used when evaluating student performances or products resulting from a authentic task. There are two types of rubrics: holistic and analytic. A **holistic rubric** requires the teacher to score the overall process or product as a whole, without judging the component parts separately (Nitko, 2001). In contrast, with an **analytic rubric**, the teacher scores separate, individual parts of the product or performance first, then sums the individual scores to obtain a total score (Moskal, 2000; Nitko, 2001).

The Challenges in Implementing Authentic Assessment

Whether authentic assessment are designed by individual teacher or by school districts, a number of difficulties will emerge that need to be addressed concerning the assessment in general and the use of assessment with English language learners. These includes the purpose of assessment, fairness and grading (O'Maley and Peirce, 1996).

a. Purpose

The purpose of authentic assessment with English learners can include identification, placement, reclarification, and monitoring students' progress. The first three purpose involve extremely important decisions

that affect whether or not English language learners receive special language based instruction, the type of instruction, and the duration over which the instruction continues.

For this reason, the assessment should be conducted accurately and reliably, and multiple assessments should be used to ensure that the decisions made are consistent with all that is known about the students. The decision should be based on the combination of formal language proficiency testing, subject area assessment, and record of classroom performance.

Assessment conducted by individual teachers to monitor students' progress or to plan instruction can be less formal because high stakes are not involved. Such assessment may not have to meet the highest standard of inter-rater reliability to be useful and could include observation and anecdotal records. Authentic assessments are often used to monitor students' progress as well as for grading.

b. Fairness

All students taking authentic assessment should have reasonable opportunities to demonstrate their expertise without confronting barriers. English language learners should be provided opportunities to learn and to demonstrate their mastery of material under circumstances that take into account their special needs.

Not all problems with fairness in using multiple choice tests with English language learners are solved by shifting to authentic assessment. In fact, some new difficulties might be introduced. One problem is that the performance called for in authentic assessment is often highly language-dependent, either oral or written. English students might be at a disadvantage in responding to these types of questions, depending on their level of proficiency in English, a second problem is that the responses involve complex thinking skills. Many of these students have not had the opportunity to learn how to express thinking skills in English because they are continually exposed to curricula that focus on basic skills in the English language. Third, authentic assessments are often used to measure students' knowledge in depth in a particular area. English students who have had limited opportunities for exposure to the full curriculum might easily find the knowledge and skills that they do possess missed altogether. And finally, the use of authentic assessment might exacerbate the problem mentioned above with culturally unfamiliar content. Authentic measures usually ask a small number of questions about applications of knowledge to a single theme rather than ask a larger number of questions about a broad range of topics. If the content related to the single theme is unfamiliar, students may be unable to respond to any of the questions contained in the assessment.

One of the ways to address the concern about the excessive dependence of performance assessments on language is to provide the students with opportunities to respond in other ways. Students can respond by drawing pictures or diagrams, making semantic maps of the structure and concept in textual materials, and giving shorter answers than the conventional extended response call for in some performance assessments.

c. Grading

Report card grades are an important part of the communication among teachers, students and parents (Stiggins, 1988). Grades have two basic purposes in the classroom: to reflect the students' accomplishment and to motivate students. While grades can indicate the level or rank order of students' performance, there are questions about the success in serving and incentives for students to exert greater effort. Teachers always comment that not all students see grades as motivating (1989). Grades are extrinsic motivators and are often contrasted with intrinsic motivation derived from self-determined criteria, as in learning out of interest and self-created goals.

The problems with assigning grades are even more evident with group grades. Group grades are typically an attempt to grade the final product of students' teams who work on a project, essay or presentation. Group grades can undermine motivation because they do not reward individual work or hold individual students accountable. The performance of a single person can lower the group grade, thereby undermining the motivation of high achieving students and rewarding low performers who are fortunate to have high achievers on the team. In this sense, the group grade is due to process outside the control of the high achieving students. Students need to know that they and other students are individually accountable for their work.

The introduction of authentic assessment to accompany more innovative forms of instruction expands considerably the alternative that can be used to establish classroom grades. Teachers using authentic assessment evaluate students on representation of classroom performance that include reports, projects, group work and so on. With authentic assessment, integrative knowledge and complex thinking can be assessed beyond simple knowledge of isolated pieces of information, and the processes by which students derive answers can be assessed as well. In authentic assessment, student performance is often rated using scoring rubrics that define the knowledge students process, how they think, and how they apply their knowledge.

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AUTHENTIC ASSESSMENT AND THE IMPLICATION TO STUDENTS' SELF-ESTEEM IN TEACHING ENGLISH AT SENIOR HIGH SCHOOL

Hanifatul Hijriati

Abstract: Authentic assessment in curriculum 2013 is divided into some aspects. The assessments are covered into project report, students' portfolio and students' behavior. Authentic assessments encourage teachers to observe the progress of each student during the learning process. This assessment also encourages students to explore their learning experience in various ways. The activities designed to optimize students' capacity are recorded by teachers in assessment rubrics. Students' self esteem, which is defined as the positive or negative evaluation of self, occurs naturally. The authentic assessment shows the result of the students' capacity in the participation during the learning process. Students' self esteem is shown whether students feel worthy about themselves. In authentic assessment, teacher does not only have great responsibility in judging the students but also in guiding the students to make progress during the learning process. Based on the curriculum 2013, authentic assessment has purpose to motivate students in participating much during the lesson. This paper describes the implication of authentic assessment to students' self esteem.

Keywords: *authentic assessment, self esteem*

Introduction

The change of curriculum has become the periodic program. The curriculum should be changed due to many reasons. Curriculum is changed to meet the needs from various parties. In the end 2012, government has published the new curriculum to be applied for the next academic year. Curriculum 2013 promotes the new approaches in teaching method which has been renewed the concept as holistic approach in developing the competence of students. The new approaches in curriculum 2013 gives the impact for the assessment of the students. Authentic assessment has become the prior change of the curriculum. The new concept of idea in developing students' competence covers in authentic assessment. Authentic assessments capture students's knowledge, deep understanding, problem-solving skills, social skills and attitudes that are used in the real-world.

Prendeville and Wellman (2011) defined that authentic assessment is a process of gathering information through which the skills and needs of a student are identified with respect to the language and curricular demands they will encounter. Authentic assessment refers to assessment tasks that resemble reading and writing in the real world and in school (Hiebert, Valencia & Afflerbach, 1994; Wiggins, 1993). Authentic assessments include oral performance (interviews, story/text telling), writing samples, project/exhibitions, experiments/demonstrations, constructed-response items, teacher observations, and portfolios, self-assessment and peer-assessment (O'Malley and Prince, 1996, Brown, 2004). In oral interview, students respond orally to the teacher's questions about the range of topic, then teacher determines students' comprehension or command in many aspects of language. In constructed-response items, students read and review textual materials and respond to a series of open-ended questions eliciting comprehension and higher-order thinking.

According to Wiggins (1990), authentic assessment is designed to:

1. make students successful learners with acquired knowledge
2. provide students with a full range of skills. (e.g research, writing, revising, oral skills, debating and other critical thinking skills).
3. demonstrate whether students can generate full and valid answers in relation to the task challenge at hand.
4. provide reliability by offering suitable and standardized criteria for scoring such tasks and challenges.
5. give the students the chance to 'rehearse' critical thinking in achieving success in their future adult and professional lives.
6. allow for assessment that meets the needs of the learners by giving authenticity and usefulness to results while allowing students' greater potential for improving their learning and teachers more flexibility in instruction.

5 Dimensions of Authentic Assessment adapted from Gulikers, Bastiaens, & Kirschner (2004), are:

1. Assessment tasks should be relevant and represent the knowledge and skills that the child needs to learn.
2. The physical environment should represent the way that the skills are actually used.
3. The social context should also represent the way the skills will be used.
4. The assessment result should incorporate the performance that is required of the child.
5. The criteria should be based on the level of performance indicated by the standards.

Kohonen (1999) offers 13 ways of summarizing of the contrast this approach with traditional standardized testing.

Standardized Testing	Authentic Testing
1. Testing and instruction are regarded as separate activities.	Assessment is an integral part of instruction
2. Students are treated in a uniform way.	Each learner is treated as a unique person.
3. Decisions are based on a single set of data (test scores).	Provide multiple sources of data; a more informative view.
4. Emphasis on weakness or failures: What students cannot do.	Emphasis on strengths/progress: What learners can do.
5. One-shot exams.	Ongoing assessment
6. Cultural/Socio-Economic bias.	More Culture-fair.
7. Focus on one 'right answer'.	Possibility of several perspectives.
8. Judgement without suggestions for improvement.	Useful information for improving/guiding learning.
9. Pressure teachers to narrow teaching to what is tested.	Allows teacher to develop meaningful curricula.
10. Focus on lower-order knowledge and skills.	Emphasis on higher-order learning outcomes and thinking skills.
11. Forbids the students to interact promotes comparison between the students (norm-referencing).	Encourage collaborative learning compares learners to their own past performances and the aims.
12. Intrinsic learning for a grade.	Extrinsic learning for its own sake.

Authentic Assessment in Curriculum 2013

Based on the Implementation Guidelines of the Curriculum 2013, it is stated that: 1) assessment is directed to measure student's competence stated in the curriculum, 2) it is basically criterion-referenced assessment, 3) it is an ongoing process, that all indicators are assessed, and then analyzed to see what have been or have not been achieved by students, and then to locate students' difficulties in achieving the competence, 4) the result of the assessment is used to give feedbacks and follow-up activities for students to reach the competence. The assessment mentioned in curriculum 2013 shows that teachers have great responsibility in completing student's competence in any kind of difficulties.

The application of the assessment in curriculum 2013 is divided into three types: 1) performance assessment, 2) project assessment, 3) portfolio assessment, 4) written assessment.

Performance assessment is assessed during the learning process which is covered:

1. the attitude to the lesson.
2. the attitude to the teacher.
3. the attitude towards the learning process.
4. the attitude within the value or the norms dealing with the lesson.

This kind of assessment is resulted from the observation, direct questions, and individual report.

Project assessment is the assessment of the task to be completed by students by period/time. Completion of task is an investigation conducted by the students ranging from planning, data collection, organization, processing, analysis and presentation of data.

There are three things to be concerned by teachers in project appraisal:

1. Skills of learners in selecting a topic, searching and collecting data, processing and analyzing, giving meaning to the information obtained, and writing reports.
2. Appropriateness or relevance of the learning material toward development of attitudes, skills and knowledge required by learners.
3. Authenticity of the learning project undertaken or produced by learners.

Portfolio assessment is an assessment of the collection of artifacts that show progress and appreciated as the work of the real world. Portfolio assessment can depart from the work of individual learners or produced in groups, requiring learners reflection, and be evaluated on several dimensions. Portfolio assessment is done by using the following steps:

1. Teachers describe briefly the essence of portfolio assessment.
2. A teacher or a teacher together with students determine the type of portfolio that will be created.
3. Learners, either alone in group, independently or under the guidance of teachers develop their learning portfolio.
4. Teachers collect and store student portfolio in the appropriate place, with a record date of collection.
5. Teacher assess student portfolios with specific criteria. If possible, the teacher together with the students discuss the completed portfolio.
6. Teachers give feedback to learners on the portfolio assessment.

Written test in the form of essay or description requires students to be able to remember, understand, organize, apply, analyze, synthesize, evaluate, and so on, material that has been studied. Written test in the form of description as much as possible to be comprehensive description, so as to describe the realm of attitudes, knowledge, and skills of learners.

The Implication of Authentic Assessment to the Students' Self Esteem

Self Esteem is used to describe a person's overall sense of self-worth or personal value. It can be said that there is no successful learning or affective activity without some degree of self-esteem, self-confidence, knowledge, and belief in capabilities for the activity. William James's (1950, p. 310) stated the definition of self esteem: the ratio of our actualities to our supposed potentialities. According to one definition (Braden, 1969), there are three keys of components of self-esteem:

1. Self-esteem is an essential human need that is vital for survival and normal.
2. Self-esteem arises automatically from within based upon a person's belief and consciousness.
3. Self-esteem occurs in conjunction with a person's thoughts, behaviors, feelings, and actions.

Brown (2000, p.145) suggested a well-accepted of self-esteem in Coopersmith (1967, p.4-5): By self esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves, it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short, self-esteem is a personal judgement of worthiness that is expressed in the attitude that individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior.

Brown (2000) divided self-esteem into three general levels of self-esteem that have been described in the literature to capture its multidimensionality:

1. General, or global, self-esteem is said to be relatively stable in a mature adult, and is resistant to change except by active and extended therapy. It is the general or prevailing assessment one makes of one's own worth over time and across a number of situations. In a sense, it might be analogized to a statistical mean or median level of overall self-appraisal.
2. Situational or specific self-esteem refers to one's self-appraisals in particular life situations, such as social interaction, work, education, home, or on certain relatively discretely defined traits, such as intelligence, communicative ability, and flexibility. The degree of specific self-esteem a person has may vary depending upon the situation or the trait in question.
3. Task self-esteem relates to particular tasks within specific situation. For example, within the educational domain, task self-esteem might refer to one subject-matter area. In an athletic context, skill in a sport or even a facet of a sport such as net play in tennis or pitching in baseball would be evaluated on the level of task self-esteem. Specific self-esteem might appropriately refer to one's self-evaluation of a particular aspect of the process: speaking, writing, a particular class in second language, or even a special kind of classroom exercise.

The effect of the three levels of self-esteem on language learning process has great involvement in the way how teacher interacts with students in the classroom. Some studies prove that self-esteem has been an important aspect in measuring the success of the language learning. Watkins, Biggs, and Regmi (1991), Brodkey and Shore (1976), and Gardner and Lambert (1972), all included measures of self-esteem in their studies of success in language learning.

The significance of self-esteem in building the self-concept and self-confidence does not only stand in one side of the learners. Authentic assessment which is applied in the new curriculum has given a great responsibility to the teacher for emphasizing student's competency. This kind of assessment has important role in gaining the self-confidence of the students since authentic assessment involves holistic methods of measuring, such as assigning a single score to an overall performance, as opposed to traditional methods of analyzing and scoring individual dimensions. Holistic scoring rubrics often combine a number of elements on a single dimension of performance. But holistic scoring practices can be used to evaluate a limited portion of a person's performance.

Authentic assessment results some teaching techniques in optimizing student's participation in the classroom. Weber (1999, p.117) suggests that if teacher uses problem-solving approach, there are a variety of stages to be considered:

1. Identify the learning outcomes required.
2. determine what tasks the students will be expected to complete in order to fulfill a negotiated contract and meet the desired learning outcomes.
3. Determine what knowledge and skills the student will require to complete the learning tasks.
4. Specify how new knowledge and skill will be demonstrated for the purpose of achieving the learning outcomes.

5. Set out a learning plan for carrying out the contract.
6. Create assessment criteria for this work.

In every step of learning process to result learning outcomes based on the assessment, it is needed the solving conflict from the teacher. In resulting learning outcomes, some conflict may occur in the classroom as the expression of self-esteem of students. Weber (1999, p.129) offers several successful strategies in helping teacher to solve the unique conflicts in small learning groups:

1. Listen to every member. Genuinely hearing others will increase their confidence, acceptance, and success. Problems are more easily solved when people keep open minds and listen to others' perspectives. Listening carefully to others also help to understand and appreciate their feeling.
2. Define responsibility. Whenever one person dominates by doing all the work, others feel less validated and tend to shrink back. At first glance, it may appear that some group members are simply lazy. In reality, students accused of slacking off will tell that somebody else is bossing them without allowing choices or welcoming their contribution.
3. Value each person's gift. People are motivated by unleashing their own individual strengths, not by coasting on another's abilities.
4. Model excellence. Rather than preach to other group members about how to do quality work, group members demonstrate their own willingness to create such work.
5. Promote humor. Humor often prevents and defuses conflicts before they blow up.

On each resolution strategies for problems faced in the classroom dealing with the students' belief and worry about themselves, authentic assessment is always done with feedback of the students. This activity helps students to be more successful in learning process. Andres (1999, p.91) in Brown (2000, p.147) concurred and suggested classroom techniques that can help learners to "unfold their wings". Perhaps these teachers succeeded because they gave optimal attention both to linguistic goals and to the personhood of their students.

Conclusion

The significance of the implementation of authentic assessment in curriculum 2013 implies some solutions for teaching techniques that allow teacher to boost the student's competency and optimize student's participation in learning process. Authentic assessment results in some teaching technique that provides responsibility for the teacher in bringing the students to the success of learning. Student's self-esteem, which grows naturally in each individual, shows in attitude of the students towards the lesson, teacher and their peers. The description of attitude made by teacher in the form of observation is the data that can be described how self-esteem in individual works to bring success for learning outcomes. It also helps teacher to understand the problems faced by the learners and solves the problems so that students can optimize their capacity in achieving their success by their own unique way.

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LANGUAGE ASSESSMENT FOR DEAF AND/OR HARD OF HEARING (D/HH) STUDENTS IN INCLUSIVE CLASS

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Abstract: Dealing with deaf and or hard hearing (D/HH) students is not an easy task for teachers of inclusive class. One of the difficulties emerged is driven when teacher has to cope with assessment for both hearing and non hearing students who happen to be in the same class. Another thing that triggers the confusion is that language classroom usually integrates all four skills into the sessions. It means that speaking, among others, will be there to assess if thorough assessment is to take. The problem raised is then on how the D/HH students be assessed due to their condition. In regards with that concern, this paper will then address the issue of language assessment best practiced for inclusive class to shed a light in the language teaching and learning in that particular setting. The proposed assessment in this paper will somehow take some specific characteristic of the students into account so that the assessment will bring no discrimination for the students with disability.

Keywords: *assessment, D/HH students*

Assessment is an integral part of teaching learning process. It is an ongoing collection of data which is inseparable from instruction. Hill et al (1998: 16) state that assessment provides information that allows teachers to establish goals and identify areas in language for focused instruction that will improve the communication process and literacy skills. Furthermore, assessment helps teachers know their students and guides their instruction. In line with it, Chittenden (1991, in Hill: 1998) suggests four purposes for assessment: keeping track, checking up, finding out, and summing up. In other words, assessment is a part of instruction that can be used to see both the students' performance and the success of the instruction. Thus, assessment cannot be excluded from all classes, including in an inclusive class.

The term inclusive class refers to a class whose students are the ones with and without special needs. According to OECD (2011) disabled students' being treated as equals has been one of the goals of inclusive education, which may eventually help to minimize the discrepancies between the disabled and non-disabled and increase their career opportunities. This is in line with The Salamanca Statement (in UNESCO) stating that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

Since 2012, Universitas Brawijaya has become an inclusive university and admitted 36 students with special needs (PSLD, 2013). Among them, twenty seven students are deaf or hard of hearing (D/HH), and five of whom happen to be in the same class, that is Fine Art study program, in which the writers are assigned to teach English.

In the name of equal treatment, teachers give same assignments to all students in inclusive class. Since English is offered as ESP (English for Specific Purposes), particularly English for Academic Purposes, all four languages skills are integrated, including in the assessment. However, assessing both hearing and non hearing students equally in one language class is not an easy task. Considering that non hearing students cannot produce nor listen utterances, the teachers have to choose the appropriate assessment forms that will be applied for both hearing and non hearing students.

Some problems appear when D/HH students cannot really perform well during presentation as mostly they get fewer roles, mostly, they only perform as the operator of the slide presentation. It is revealed from interview with the hearing students that they do so as they do not want to sacrifice their scores by allowing the D/HH to do their part in the presentation with what they lack of. However, let us put aside the issue of discrimination as that is not the focus of the discussion here. Instead, the writers intend to find ideas on how assessment can still be conducted for D/HH students in regards with the situation previously mentioned.

Accommodation and Alternative Assessment for Deaf or Hard of Hearing Students

The idea of providing equality has been one of the principles of inclusive class which is then translated as providing the equal treatment in the classroom, including the assessment. However, applying similar assessment method for students in inclusive classroom may not be fair for all students, especially for those of the D/ HHs (Deaf and Hard of Hearing) with the reason that by doing so will only ignore the specific needs of those

students. Therefore, this is just when the idea of accommodation surfaces. Cawthon in Yasin (2012:4) defines accommodations to refer to a range of changes to test administration and test content; they are designed to remove factors that penalize students because of their disability and also do not change the target skill of the assessment. As for the goal set by providing accommodations, as stated by Elliott & Braden, 2000; Shriner & DeStefano, 2003 in Yasin (2012:4) is to make certain that the test measures content knowledge (target skill) and not the ability to take the test (access skill). Thus, accommodations serve fair treatment to D/HH by facilitating students to do the test in the ways that are more comfortable for the students.

'Accommodations' is in fact related to testing while the discussion of this paper is mainly focused on assessment, which is of a wider scope. Therefore, the writers desire to adapt the accommodations of testing for assessment. It is with the rationale that assessment in inclusive class is not easy to perform. When accommodations in testing allow the students to do the test with some more privileges, such as extra time, accommodations in assessment is expected to provide the D/HH students with opportunity to make up what they lack in a form of evaluation in one with another. This is partly induced by the fact that teachers have difficulties in assessing students' presentations.

With the notion of accommodations which is being adapted for assessment, then comes the idea of alternatives in assessment. The alternatives will take the forms of the types of assessment under the alternatives assessments' types. Huerta-Macias in Brown (2004: 251) state that as teachers and students were becoming aware of the shortcomings of standardized tests, an alternative to standardized testing and all the problems found with such testing. It means that alternative assessment offer other forms of assessment other than just paper-and-pencil test. There are several forms of alternative assessment. Among others are portfolios, journals, observations, self-assessment, peer-assessment, and the like (Brown, 2004: 251). To add some more, conferences and interviews are included. Meanwhile, Gronlund and Waugh (2009: 2) give examples on the types of alternative assessment as oral presentation, demonstration and portfolios among others.

The Implementation of Accommodation and Alternative Assessment for D/HH Students

The application of the adapted accommodations and alternative in assessment in the inclusive classroom will be in the form of complimenting the poor performance of D/HH students in doing presentation with another form of assessment which fall under the area of alternative assessment. The idea is that the D/HH students will still have to perform in the presentation with the group members they are in. However they will still be given accommodation that allow them to show more and the teacher to find out their understanding on the topic being presented. Interview and conference will be some of the assessment forms chosen. Brown (2004: 265) states that interview is intended to denote a context in which a teacher interviews a student for a designated assessment purpose. Here, the interview will not be performed to gather information on a topic. Instead, interview will be done to ask for clarification on D/HH students' understanding on the topic presented. In doing so, teachers might require the presence of interpreter to help in getting the teachers and D/HH students' messages across. Interview or conference helps the teacher to get more input on how well the D/HH students understand the instruction and most importantly how good their understanding is on the topic. As for the D/HH students, the conference or interview sessions gives them another chance to show themselves and to be well understood.

Other than interview, other form of alternatives assessment might be used as well, depending on the needs. The example is self assessment - and/or peer-assessment. Self-assessment incorporates in itself the principle of autonomy which Brown (2004:271) thinks to stand out as one of the primary foundations stones of successful learning. As for the peer-assessment, Brown (2004:271) articulates that it appears to similar principles, the most obvious which is cooperative learning. Since peer-assessment involves many people in the process, it can then be used by teachers to solve reduce, or perhaps to the extend of eliminating, subjectivity in assessment.

Conclusion

Accommodation, which is related to test, may be applied in assessing D/HH students. In a test, accommodation refers to arrange the changes to test administration and test content: they are designed to remove factors that penalize students because of their disability and also do not change the target skills of the assessment. It is also possible to adapt the concept of accommodation in assesment forms.

Assesing students in inclusive class might be a little problematic for the teachers. It is due to the different "ability" of the students while the assignments are still the same. Therefore, the ideas accomodations and alternative essays come in the way. Accomodations are opted with the intention that no student will be left behind in assessment. Instead, accomodations provides opportunities for both teacher and the students. Teacher will get the chance to get to know more about D/HH students understanding while the D/HH students can benefit from having more chances to show themselves or compensate on what the other form of assessment incapable of accomodating the needs of D/HH.

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Biodata

Ika Puspitasari is currently teaching in the Faculty of Cultural Studies of Universitas Brawijaya, Malang. She has done several research related with the case of D/HH students in inclusive class. This research dealing with the D/HH students is apparently the third.

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A PRELIMINARY RESEARCH TO DEVELOP A CUSTOMIZED SET OF VOCABULARY SIZE TEST

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Abstract: This is a preliminary research to investigate useful words to function effectively in academic contexts, vocabulary size, the first-year students' word list, and the steps to design the customized set of entry-level vocabulary size test. This research was a library research. To find out the ELESF students' current vocabulary size, a vocabulary size test designed by Paul Nation was administered. The results show that useful words were (1) high-frequency words containing 2,000 word families, (2) academic words specified in the Academic Word List (Coxhead:2000), (3) technical words, (4) low-frequency words. The result of the test shows that the students' scores range between 33 and 96 words, with the mean score of 66. It means that the students' vocabulary size ranges between 3,300 and 9,600 word families. The average 6,600 word families imply that most ELESF students are ready to read authentic texts containing 88.7% word coverage. To increase vocabulary size by 10,000, they need to learn technical words and low-frequency words of a specialized subject area. Using Nation's specifications for making the test, some procedures of test design are: *Sampling the words for the items, Making the Stem, Writing the choices, The Order of the items in the Test, Piloting, Administering the Test*. The decisions on curriculum, materials and teaching strategies should be based on the results of vocabulary size to gain optimum learning outcome.

Keywords: *entry level vocabulary size test, high-frequency words, low-frequency level words*

Introduction

In English language learning and teaching, vocabulary is the currency without which communication and meaning-making are impossible. Ironically, in English language teaching, vocabulary is not considered important as seen from the very little attention and consideration of vocabulary learning in the curriculum. In university level, students' academic success is always measured by means of written and spoken assessments, in which they show their knowledge of a particular topic by the use of specialized vocabulary.

PBI (ELESF-*English Language Education Study Program*) does not have an entry-level vocabulary test to decide which level students are at the beginning of their programs. In addition, decisions on curriculum, syllabus and material development are still based on common sense, instead of research-based. In response to this, an entry-level vocabulary test to measure PBI students' vocabulary size is crucial and urgent to be conducted because the test can give a lot of important information regarding the current vocabulary size. The information obtained from the tests can also be used to decide the necessary action plans to address the problems.

Therefore, this research aims to investigate these questions:

- 1) Which words are useful to enable PBI students to function effectively in academic contexts?
- 2) Using Nation's Vocabulary Size Test, what is the size of the first-year students' vocabulary?
- 3) How many words should the first-year students learn?
- 4) What are the steps to design the set of customized entry-level vocabulary size tests?

It is hoped that this research can open opportunities for further research on vocabulary testing to explore its contribution in English language teaching and learning.

Theoretical Review

Lehr, Osborn, & Hiebert (2004) cited in Read (2000) define vocabulary as words we use to communicate in spoken and written language. Receptive vocabulary refers to the words we understand through reading and listening, while productive vocabulary refers to words we use to communicate through writing and speaking (as quoted in Hanson and Padua, 2011). Ellis (1997) has shown that "vocabulary knowledge is indispensable to acquire grammar." Vocabulary is very crucial to understand spoken and written discourses and to express ideas orally as well as in writing. Coombe adds that "experts in the field of vocabulary development are in agreement that vocabulary is central to the language learning process, and as such, it is generally accepted that a focus on strengthening vocabulary is necessary at every stage of a learner's language development." Folse (2003) as cited in Coombe, states that "without syntax, meaning is hindered; but without vocabulary meaning is impossible".

In the English Language Education Study Program, the students are required to listen to spoken discourses, read written texts, speak up their ideas and write academic essays. In short, they have to be able to perform various communicative tasks in academic settings. The assessments are based on their spoken and

written performance. Around 2,000 words are needed to reach 80% coverage of a written text. However, students must strive to get at least 98% coverage. Nation (2006) suggests the vocabulary sizes needed to get 98% coverage (including proper nouns) of various kinds of texts.

Nation says that ‘the goal of around 8,000 word families is an important one for learners who wish to deal with a range of unsimplified spoken and written texts.’ In writing, Nation (2008) suggests that “a small number of words (around 2,000 to 3,000) can be used effectively to express an enormous number of ideas.” Nation (1990, 1993, 2001) further adds that “the critical importance of developing an adequate high-frequency vocabulary since learner’s skill in using the language is heavily dependent on the number of words they know, particularly in the early stages of learning a foreign language, with around 3,000 word families being a crucial threshold.” Hirsch and Nation (1992) argue that “in order to reach text comprehension, readers need to be familiar with 95% of the words in a text.” This text coverage percentage is logical because “to cope well in English, a second language learner would need around 5,000 words and preferably 10,000 words” (Nation, 2004).

Francis and Kucera (1982) suggest that “the 2,000 most frequent word families of English make up 79.7% of the individual words in any English text, the 3,000 most frequent word families represent 84%, the 4,000 most frequent word families make up about 86.7%, and the 5,000 most frequent word families cover 88.6%. A much better reading comprehension power is ensured if a reader knows the meanings of at least 90% of the words in a text.” Considering the importance of vocabulary size and knowledge to enable a foreign language learner to function effectively in academic settings, vocabulary testing is thus crucial to be implemented. Nation (2008:144) argues that “vocabulary testing can be used to work out what needs to be taught, to monitor and encourage learning, to place learners in the right class, to measure learners’ achievement, to measure learners’ vocabulary size and performance.” He further adds that for research purposes, vocabulary testing can be used to “evaluate teaching and learning activities.” Anderson and Freebody found that “vocabulary size is a good predictor of reading comprehension.” Coady, Magott, Hubbard, Graney and Mokhtari (1993) also found that vocabulary is “an important factor for obtaining fluency in speech.”

Methodology

The detailed library research will focus on such activities as follows:

1. reading the Nation’s Vocabulary Levels Test and Productive Vocabulary Levels Test, Meara’s Yes/No Test, Martinez’s Phrase-Test, Read’s Word Associates Test, Coxhead’s Academic Word List, the West’s General Service List, and Thorndike’s 30,000-word list. This also involves researching the internet resources on vocabulary tests.
2. choosing the type of tests to be tested to the first-semester students
3. Administering Nation’s Vocabulary Size Test to 156 students of PBI
4. Analyzing the Results of the Test
5. Drawing Conclusions and Recommendations on the design of a customized entry-level vocabulary size test.

Research Findings and Discussion

To answer the first question, i.e. which words are useful to enable PBI students to function effectively in academic contexts?, the words that are useful to enable PBI students to function effectively in academic contexts are the high-frequency words consisting around 2,000 word families made up of 169 function words and 1831 content words; academic words (Coxhead (as cited in Nation, 2008:9)) consisting of 570 word families; technical words dealing with linguistics, literature and education which range up to 5,000 words; to acquire the low-frequency words as well in order to function effectively in academic settings. The low-frequency words make up the biggest and most diverse group of words, namely (1) words that are not quite frequent or wide range enough to be high frequency words, (2) technical words from other areas, and (3) words that just occur rarely. According to Nation (2008:11), English probably has a low frequency vocabulary of around 20,000 word families.

To answer the second question, a vocabulary size test designed by Nation and Beglar was administered to the ELESP 2013 students at the beginning of the program to find out the size of students’ vocabulary. The test was given to 156 out of 165 first-semester students of the ELESP. The mean score 66 suggests that the students’ average vocabulary size was 6,600 words. Out of 156 students, the score ranges between 33 and 96, which suggests that the students’ lowest vocabulary size was 3,300 words and the highest vocabulary size was 9,600 words. The median score was 65 and the mode was 58 which imply that half of the students scored between 65 and 96. This means that more than 50% of the total students (78 people) already had a vocabulary size above 5,000 words. As stated in the literature review, most research indicates that knowledge of the most frequent 5,000 word families should provide enough vocabulary to enable learners to read authentic texts. From the results, it can be seen that actually most PBI students are lexically ready to read texts containing 88.7% text

coverage. It means that with around 5,000 words, students are not familiar with 11.3%, or around 11 words per 100-word text. The following table displays the result in detail.

From the table, it can be concluded that, in average, the 2013 ELESF students are already familiar with around 5,000 most frequent word families which cover 88.6% text coverage. The following table shows the relationship between the frequency level the vocabulary size score and what students need to do to increase their vocabulary size (Nation:2012).

Table 1.: The relationship between frequency level, vocabulary size and learning procedures.

Level	1000 word family lists	Learning procedures
High frequency	1000-2000	Reading graded readers Deliberate teaching and learning
Mid-frequency	3000-9000	Reading mid-frequency readers Deliberate learning
Low frequency	10,000 on	Wide reading Specialised study of a subject area

The result can be used to answer the third question, i.e. *How many words should the first-year students learn?* With the 6,600 word families in their hands, students are encouraged to acquire more technical words related to linguistics, literature and education; and low-frequency words. In order to increase their vocabulary size by 10,000, they need to learn words deliberately and widely on technical words and low-frequency words of a specialized subject area.

To answer the fourth question, i.e. *What are the steps to design a customized set of entry-level vocabulary size tests?*, here are the procedures of the vocabulary size test design adapted from Nation's Specification for making the test (Nation: 2012).

1. *Sampling the words for the items*

The items in the test need to represent the various frequency levels of the language without a bias towards any particular frequency levels, which are based on word families which occurred in the British National Corpus according to Bauer and Nations (1993 as cited in Nation 2012).

2. *Making the Stem*

The test uses a stem plus a 4 choice in multiple-choice format. The non-defining sentence has the roles of (1) indicating the part of speech of the word, (2) limiting the meaning of the word where words may have a homograph or very different senses, and (3) slightly cueing the meaning by presenting an example of use.

3. *Writing the choices*

The distracters are the same part of speech as the correct answer, and in most cases the distracters are the meanings of words from around the same 1,000 word frequency level as the correct answer. The choices must be written in a much easier language than the tested word.

4. *The Order of the items in the Test*

The test items in the test are usually arranged in frequency order.

5. *Piloting*

Piloting the test can be done by getting applied linguists who are native speakers of English to individually read and critique the test, replacing the target word with the nonsense word and getting a test-wise native speaker to try to choose the correct answer, and running the tests through the Range program to check the frequency levels of words used in the contexts and choices.

Conclusions

First, useful words to enable the ELESF students to function effectively in academic contexts were (1) high-frequency words containing 2,000 word families made up of 169 function words and 1831 content words, (2) academic words which are used in the specialized area containing at least 570 word families called the Academic Word List (Coxhead:2000), (3) technical words which deal with linguistics, literature and education which range up to 5,000 word families, (4) low-frequency words in order to understand conversations, to read newspapers and understand academic texts.

Second, the result of the administration of Nation's Vocabulary Size Test shows that the students' scores range between 33 and 96 words, with the mean score of 66 and median of 65 and mode of 58. It means that students' vocabulary size ranges between 3,300 and 9,600 word families. The average students' vocabulary size was 6,600 word families, which implies that most ELESF students are lexically ready to read texts containing 88.7% word coverage.

Third, the average students of PBI are familiar with the 6,600 word families which represent high-frequency words in the English language, students are encouraged to acquire more technical words related to linguistics, literature and education. Currently, they are in their mid-frequency level, with the vocabulary size ranging from 3,000 to 9,000 word families. In order to increase their vocabulary size by 10,000, they need to learn words deliberately and widely on technical words and low-frequency words of a specialized subject area.

Fourth, using Nation's specifications for making the test, the researcher listed some procedures of test design (Nation: 2012). They are: 1) *Sampling the words for the items*; 2) *Making the Stem*; 3) *Writing the choices*; 4) *The Order of the items in the Test*; 5) *Piloting*; 6) *Administering the Test*.

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CORRECTIVE FEEDBACK IN WRITING CLASS

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Abstract: The students will study more effectively when they know what they are doing in their writing subject. They expect feedback about the score they have gained they have received, for their achievement, and suggestions for how they can improve their language. Teachers are often suggested giving learners the opportunity to self-correct or invite other students to correct their work. However, a number of problems with learner self-correction will arise such as learners typically prefer the teacher doing/correcting their works or students can only correct their own works if they have the necessary linguistic knowledge. Therefore, we have clear grounds to motivate self-correction. The teachers can offer another alternative that is peer-correction, when that fails. The presentation will start discussing about the concepts of assessment including oral and written corrective feedback. Next, the step and the task will be elaborated. This paper is designed to give description on how learners can improve their linguistic accuracy.

Keyword : *writing, assessment, corrective feedback*

Introduction

Corrective feedback (CF) is considered as feedback received by learners on the linguistic errors they make in their oral or written production in a second language (L2). Both oral and written CF have attracted considerable attention in recent years both because of their significance for the development of theories of L2 acquisition and because they have always helped an important place in L2 pedagogy (Sheen & Ellis, 2010).

Oral CF can involve both on-line attempts to make learners aware that they have produced an utterance that contains an error (i.e., the feedback is provided more or less immediately following the utterance that contains an error) and off-line attempts (i.e., the feedback is withheld until the communicative event the learner is participating in has finished). Oral CF can be input-providing (i.e. the learner is supplied with the correct form) or output-prompting (i.e., it can attempt to elicit a correction from the learner). Oral CF can also be implicit as when the teacher simply requests clarification in response to the learner's erroneous utterance or explicit as when the teacher directly corrects the learner and/or provides some kind of metalinguistic explanation of the error. A common form of CF is a recast. Recasts can be conversational and implicit when they take the form of a confirmation check as a response to a failure to understand the learner's utterance or didactic and more explicit when the learner's erroneous utterance is reformulated even though it has not caused a communication problem (see Ellis & Sheen, 2006; Sheen, 2006).

Written CF almost always involves off-line (i.e., delayed) corrections of the errors that students have committed in a written text. As with oral CF, this can involve both input-providing feedback (usually referred to as "direct correction") and output-prompting feedback (referred to as "indirect correction"). Direct correction involves supplying learners with the correct form or reformulating the entire text; indirect correction involves indicating that an error has been committed either in the margin of the text or within the text where the error occurs. Both direct and indirect written CF may or may not be accompanied with metalinguistic information. implicit and explicit CF do not apply in the case of writing; all written CF is necessarily explicit (i.e. the student knows he/she has been corrected

Method

Written Corrective Feedback has been applied to students portfolios in Expository Writing classes at the English Department of Unud. The objective of Expository Writing is to enable students to explain something, to make it clear to the reader's understanding. Exposition relies on thinking skill of synthesis, drawing together and blending information from several sources, merging it into single explanation. As Thompkins (1998) proposed that the students were given five expository text and their associated signal words namely description, sequence, comparison, cause and effect, and problem and solution.






In this investigation, the portfolio refers to a collection of students's work and assignment in Expository Writing classes over one semester. At the first two meetings, the students were asked to identify the mechanics of the writing examples such as spelling, punctuation, tenses, linking words After that , the students attended the theoretical session how to compose good essays with various topics such as *The Use Of Water, Job Satisfaction And Public Services, Organizing Your Essay, Smoking, Drug Use Drop in US Teens, Comparison and*

Installation Guide. The lectures gave individual students feedback. Peer assessment especially in editing was also included in this sessions to improve the quality of essays.

To obtain the data, the research was conducted at 100 students of 2nd semester of ED of Unud. The data were collected during even semester between January-July 2014. A qualitative analysis was applied in analyzing the data. The grading of students' ability are as follows.

Category/ Scores	1 (Very Poor)	2 (poor)	3 (Fair)	4 (good)	5 (excellent)
Task completion	0 - 10	≥ 12	≥ 14,5	≥ 16	≥ 22
Organization	0 - 12	≥ 14	≥ 16,5	≥ 21	≥ 26
Vocabulary & Spelling	0 - 12	≥ 14	≥ 16,5	≥ 21	≥ 26
Grammar & Punctuation	0 - 12	≥ 14	≥ 16,5	≥ 21	≥ 26
Total Scores	0 - 46	47 - 54	55 - 64	65 - 79	80 - 100

The strategies applied in doing CF covered metalinguistics and non metalinguistics information. Direct ways can be applied by teachers like provision of the correct form with brief grammatical explanation. For non metalinguistics information teachers can see the provision of the correct form only and reformation of the entire sentence. For indirect metalinguistics; we use error code

Spelling , capital , Punctuation  Insert A Word
 remove a word (), new paragraph P, wrong word WW, wrong tense WT, wrong form WF, awkward wording AWK,  indent  For indirect metalinguistics, teachers can apply Errors are indicated but not located and information the correct form is not supplied (e.g., a paragraph. cross is placed in the margin next to the line where an error has occurred). Errors are indicated and located but the correct form is not supplied (e.g., an error is underlined in the place in the text in which it occurs).

In the post-method era, methodologists are more likely to affirm the need for oral CF, recognizing the cognitive contribution it can make while also issuing warnings about the potential affective damage it can cause. Ur stated that “there is certainly a place for correction” but “we should not over-estimate this contribution” (1996, p. 255) because it often fails to eliminate errors and concluded that she would rather invest time in avoiding errors than in correcting them.

Findings and Discussion

The findings shows that students were able to revise 73% of the grammatical errors teachers corrected. The students (1) revised consistently and successfully following feedback involving form, (2) revised less successfully following comments about content or questions seeking further information, and (3) revised or did not revise irrespective of whether the teacher attempted to hedge on critical comments. A number of studies of students' perceptions have been conducted using survey and self-report data (e.g., Cohen & Cavalcanti, 1990; Ferris, 1995; Hedgcock & Lefkowitz, 1994, 1996; Leki, 1991). These studies have consistently shown that learners value teacher feedback highly and believe that it helps improve their writing. More specifically, students prefer comments that explain specific problems in their texts and make concrete suggestions about how to revise them. Conversely, they report that teachers' short, general comments are not very helpful, especially when these take the form of content-related questions. The interview with the students found that most students desired to be corrected by their teachers as also reported by SW Leki (1991). All students have a positive attitude toward written CF. Students tend to prefer CF directed at grammar, the lexicon and mechanics of their written texts to feedback directed at content and style. They expressed a preference toward feedback on the content and organization of their writing. Since the learning context may determine how learners respond to the CF they receive. They may differ individually in their reaction to feedback depending on such factors as language aptitude, learning style, personality and motivation.

We also found the fact that students are able to edit their papers when revising does not constitute evidence that they will be able to transfer this skill to a new piece of writing. We examined different ways in which direct feedback (where errors are indicated and corrected) and indirect feedback (where errors are just indicated). The studies all had another feature in common—they all examined unfocused written CF (i.e., CF that was directed broadly at many types of linguistic errors). We also investigated the effects of CF not just on a single grammatical feature (articles) but also on a broader range of features. The written CF does not have some of the negative effects on students' fluency in writing.

Similar differences in opinion exist where written CF is concerned as is evident in the debate between Truscott and Ferris (Truscott, 1996, 1999, 2007; Ferris 1999, 2004). Truscott, reflecting the views of teachers who adhere to process theories of writing, advanced the strong claim that correcting learners' errors in a written composition may enable them to eliminate the errors in a subsequent draft but has no effect on grammatical accuracy in a new piece of writing (i.e., it does not result in acquisition). Ferris (1999) disputed this claim, arguing that it was not possible to dismiss correction in general as it depended on the quality of the correction—in other words, if the correction was clear and consistent it could work for acquisition. Truscott (1999) replied by

claiming that Ferris (1999) failed to cite any evidence in support of her contention. There is a need for teachers to correct their students' written work. However, they also point out the danger of over-correcting and the importance of providing feedback on other aspects of writing (e.g., content and organization) as well as linguistic problems. How to balance content-correction and corrective feedback is a major issue where writing is concerned. Indeed, as Ferris (2003a) noted a common refrain is that teachers focus too much on correcting linguistic errors at the expense of content and organization.

SW_ As found by Rolin-Ianzati (2006) who identified two different approaches that teachers of L2 French used when providing delayed feedback following a role-play activity—they either initiated repair by the student or simply reviewed the errors students had made. She argued that initiating repair was a more effective strategy as it led to more self-repair by the students. When to correct is less of an issue in written CF as correction is nearly always delayed to some extent—unless, as in Aljaafreh and Lantolf's (1994) study, teachers ask students to read out their written text and correct errors orally. However, the issue of timing arises in the process of writing instruction where students produce multiple drafts. Teachers need to decide whether to stage their feedback, focusing initially on content and organization and only in later drafts on linguistic errors. Mc Garrell and Verbeem (2007) argue that corrective feedback should be delayed as it constitutes a form of assessment that may deter students from revising their ideas and organization of the text. This CF study does lead to gain in linguistic accuracy and also that the more explicit the feedback is, the bigger the benefit for the students. Sheen (2007a), for example, measured students' progress over time (in post-tests and delayed post-tests) and also included a control group (which received no feedback at all) and reported that both direct CF and direct + metalinguistic CF led to significant gains in accuracy, with the latter having a stronger effect than the former. However, these studies, of focused CF have all investigated the same grammatical feature—English articles—so it is not clear whether focused CF will prove generally effective in improving learners' linguistic accuracy. What they do suggest is that written CF, when focused on a single feature, can be effective and thus this constitutes evidence to refute Truscott's (1996, 2004) claims.

Conclusions and Suggestions

Corrective feedback can inform some pedagogic practice such as the students almost invariably express a wish to be corrected and effective in assisting learners to improve their linguistic accuracy over time. The positive effect of CF is evident not just in careful, planned language use where learners are able to make use of their explicit knowledge of L2 features, but also in meaning-centered, unplanned language use, which calls for implicit knowledge. One function of CF is to assist the learner to self-correct (i.e., to uptake the correction by repairing the error). While the role of self-correction in oral language use and of revision in writing remains to be clearly established, there is increasing evidence to suggest that when learners do self-correct, learning is more likely to occur. If learner self-correction is the goal of CF, then this might be best achieved by means of CF that is fine-tuned to individual learners' level of L2 development and their capacity to benefit from CF. One way in which this might be achieved is by teachers systematically probing for the most implicit form of CF that will enable the learner to self-correct. Corrective feedback constitutes an area where the discourses of theory and practice can comfortably rub shoulders. It affords an ideal area for researchers and teachers to engage in collaborative enquiry.

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THE USE OF PAPER-BASED TOEFL AS A GATE KEEPER FOR GRADUATION: A CASE STUDY AT ENGLISH DEPARTMENT UNIVERSITAS MATARAM

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Abstract: This study aimed at providing information regarding the perception of students and lecturers at the English Department Faculty of Teacher Training and Education Universitas Mataram towards the use of Paper-Based TOEFL (PBT) as a requirement for graduation. The issue that was investigated concerned with the students' attitude in relation to the influence of PBT on their learning and how the lecturers felt about the "wash-back or back-wash" (Alderson & Hamp-Lyons, 1996; Hughes, 2003) towards their teaching. This qualitative study involved 30 students of English Department semester three and 3 English lecturers that taught subjects designed to prepared students for TOEFL, namely; Listening Comprehension III, Reading Comprehension III, and English Grammar III. The data were collected through questionnaires. The findings showed that, firstly, the majority of English Department students and lecturers agreed that the use of TOEFL give positive wash-back effect in term of increasing the quality of English graduates. Secondly, most of the students and lecturers felt that the materials given during the three subjects were helpful in coping with the real PBT and have increased the average scores of English Department students in general.

Keywords: *Paper-Based TOEFL, Gate Keeper, attitude, wash-back effects*

Introduction

Currently, in Indonesia English is taught as a foreign language (EFL) starting from grade seventh to twelfth. In addition to that, university students are also required to take English as a core subject for at least one semester after being admitted into the university. For English department students, it means they have been exposed with English in a significantly longer period of time. This phenomenon should indicate that students in Indonesia would have sufficient English proficiency that enables them to succeed in dealing with Standardized Test such as The Test of English as a Foreign Language (TOEFL).

It is a fact that when a person possesses a desirable level of English proficiency, he or she has a better opportunity for job hunting, promotion, higher salaries, and school admission. Since in Indonesia most universities and institutions require sort of certification in English, a higher level of proficiency should be established as a graduation requirement. This phenomenon leads to the more widely used of standardized test such as TOEFL.

TOEFL is widely used in Indonesia for variety of different purposes across academic and applied fields because it is considered as a valid predictor of students' English language proficiency. The reason is that this standardized test "...assess some combination of verbal, quantitative, writing, and analytical reasoning skills or discipline-specific knowledge" (Kuncel and Hezlett, 2007). As a result, the process of teaching and learning is influence greatly by the need to succeed in TOEFL and thus, a further investigation on its washback is needed.

This study aimed at providing information related to the attitude of students and lecturers at the English Department Faculty of Teacher Training and Education Universitas Mataram Lombok, West Nusa Tenggara, Indonesia related to the use of Paper-Based TOEFL as a requirement for graduation.

Review of Related Literature

Hughes (2003) stated that testing would help the tester to obtain information on how successful the student is in achieving the objective of a course in a form of score, result, or grade that can be a valuable information in diagnosing the student's strengths and weaknesses for future references. In order to gain this information, test administrators may devise several types of tests.

There are many types of tests based on the purposes of testing, namely; proficiency test, achievement test, diagnostic test, and placement test (Harris 1969, Hughes 2003, McNamara 2006). Proficiency test, as its name suggests, is designed to measure test takers' ability in certain language whose content is based on specification of what candidates need to be able to perform in order to be considered 'proficient' or having sufficient commands of a language. Achievement test aims to determine an individual or a group is successful in attaining the learning goals. Diagnostic test is designed to identify learners' strengths and weaknesses to assure what learning needs to take place or what material that is still lacking. Furthermore, placement test is used to

provide information that will assist teachers to place students at the most appropriate stage of teaching program based on the students' ability.

The proficiency test that this paper will focus on is the widely used standardized test namely the Test of English as A Foreign Language (TOEFL). It is by far is the most common test used in educational institutions in Indonesia for its relatively easy access and low cost compared to other tests such as the International English Language Testing System (IELTS), Cambridge ESOL Examinations, the Graduate Management Admission Test (GMAT), the Graduate Record Examination (GRE) and so forth.

TOEFL is called as a 'gate keeper' since it decides whether a student may graduate or not. Thus, it becomes a crucial part of academic success.

Wash-back Effects

"Washback (sometimes also known as 'backwash') is the influence that writers on language testing, syllabus design and language teaching believe a test will have on the teaching that precedes it" (Alderson & Hamp-Lyons, 1996). There are numerous studies that had been conducted to investigate the influence of testing on teaching by Alderson & Hamp-Lyons (1996), Kuncel & Hezlett (2007), Raimes (1990), and Spratt (2005) just to name a few. However, to date, the washback effects that testing put onto teaching are still debatable since there is no sufficient empirical evidence to support the assertions of either positive or negative washback.

Kuncel & Hezlett (2007), for example, set out to investigate common claims that the TOEFL exerts an undesirable influence on language teaching. Their data consist of interviews with teachers and students, and observations made of two sorts of classes: 'normal' language proficiency classes, and parallel classes intended for students preparing to take the TOEFL. They observed both TOEFL preparation classes and non-TOEFL preparation classes by the same teachers in order to be able to separate washback from the TOEFL from any possible effect of individual teacher style. They discovered that despite some bias "...across disciplines in grading standards, content, and pedagogy, standardized tests have positive and useful relationships with subsequent student accomplishments." This study indicates that the washback effects cannot be said completely positive.

Similarly, Raimes (1990) asserted that a sort of mechanism should be built in order to monitor the influence that TOEFL has on students. She urged that any stakeholders to watch carefully its washback in terms of economy, quality of instruction in English since the stakes of taking this test is indeed high.

Another research conducted by Spratt (2005) described the imminent effects of TOEFL in various aspects of classroom, such as; curriculum, materials, teaching methods, feelings and attitudes, and learning. Particularly regarding the students' feelings and attitudes, Spratt (2005) described a study conducted by Cheng (in Spratt 2005:17) that mentioned "...students show mixed feelings towards the exam itself, recognizing on the one hand that the exam made them work to achieve good scores, but at the same time thinking that exams were not an accurate reflection of all aspects of their study." Thus, dealing with this test, students felt anxious and unconfident.

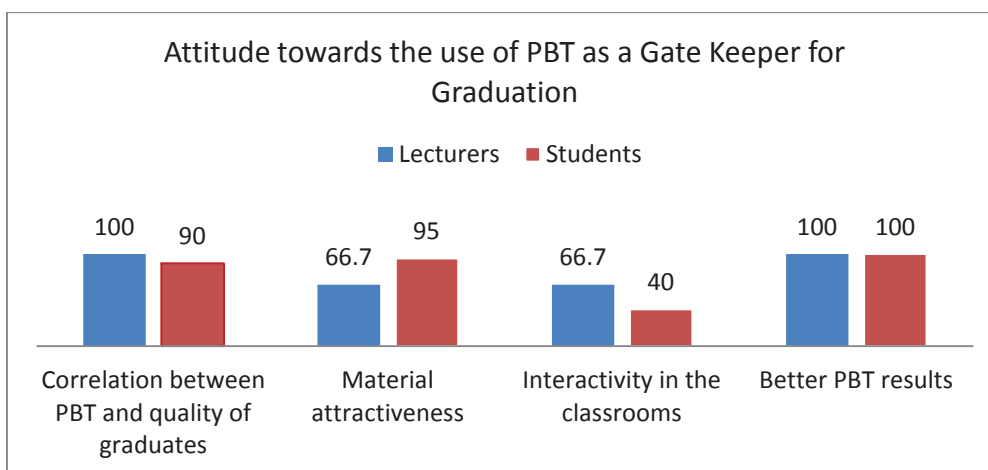
On the other hand, Watanabe (in Spratt, 2005), put forward a more positive research finding. He reported that "the atmosphere was not necessarily tense. It seemed to depend on the teacher's attitude towards exam coaching' (Watanabe in Spratt, 2005:18). This means that teacher plays a major role in creating a good atmosphere of learning which eventually would promote positive washback. This is why I am interested to conduct a case study related to the attitude of students and lecturers in English Department towards the use of TOEFL as a gate keeper for graduation.

Research Method

This research involved 30 students of English Department semester three class A and 3 English lecturers that taught subjects designed to prepared students for TOEFL, namely; Listening Comprehension III, Reading Comprehension III, and English Grammar III and the data were collected through questionnaires. The participants were selected randomly. Questionnaires were distributed to figure out the attitude of lecturers and students towards the use of PBT as a gate keeper for graduation. Items being asked within the questionnaires were divided into four categories in order to know whether 1). Participant felt that there is a correlation between the PBT and the quality of English Department graduates, 2). Participant felt that the materials given were attractive, 3). Participant felt that the classrooms were interactive, and 4). Participant found that the teaching helped them get better test results.

Findings and Discussion

The following figure illustrates the attitude of lecturers and students in English Department of Faculty of Teacher Training and Education University of Mataram towards the use of PBT as a gate keeper for graduation. Each pair of bars indicated responses of lecturers and students who agreed to four different issues as follow:



4.1. The correlation between PBT and the quality of English Department graduates.

During the first years of implementing this policy, students of English department were somewhat ambivalent in their perception toward the used of the PBT as a gate keeper for graduation. In the beginning they felt that it would be very difficult to achieve the standard score, but on the other hand they felt that it would show they quality of the graduates. So interestingly, despite the dilemma, only few students disagree that the PBT has correlation with the quality of English Department graduates. This means that they felt there is a positive wash-back effect of the test.

The Material

For the sake of this study, the term ‘material’ refers to commercial exam-related workbooks and textbooks. The materials were design to equip students with exam techniques and relevant language skills and language derived from the content domain of the test. In addition, the students were taught a lot of American daily expressions in order to cope with the listening comprehension section A by watching video excerpts from famous situational comedy series (Susanti, 2013). This activities were able to promote “...(a) test-taking strategies and (b) mastery of language structures, lexis and discourse semantics...” (Hamp Lyons, 1998 in Spratt, 2005).

Interactivity in the classrooms

Interactivity here means the activities that engaged the students to interact with one another and with the lecturers. Having learned the strategies and tips to deal with different types of questions in the PBT, students discussed about the materials, shared experiences and knowledge in dealing with the test in pair or small groups and later on the students might consult to the lecturer. Interestingly, most lecturers felt that these activities were interactive, but a large number of students thought that the activities may be a bit monotonous.

Results of real PBT

Overall, all lecturers and students discovered that the students’ testwiseness such as managing the time wisely and get a good night sleep before taking the test had considerably improved their test scores in real test. Furthermore, students felt that the activities helped them to be more confident in dealing with the exam. Thus, they were all seemed satisfied with the current results.

Conclusion and Suggestion

From the findings, it can be inferred that by establishing a high stake test as a gate keeper for graduation, such as the PBT, we as lecturers, teachers, tutor and other academic practitioners have taken a significant step to further improve the quality of human resources. However, in practice, we need to be cautious of the wash-back effects that such test may put upon the teaching learning processes.

This paper only covered a small area of education. I would like to suggest further research is to be done to see the effect of using standardized tests in term of curriculum, learning processes, and so forth.

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ENGLISH TEACHER'S PERSPECTIVE ON AUTHENTIC ASSESSMENT IMPLEMENTATION OF CURRICULUM 2013

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Abstract: Assessment is an important part of teaching and learning as it enhances the process of students learning improvement (Brown, 2004). Now, the curriculum 2013 in Indonesia has brought authentic assessment as part of teaching and learning process which all teachers from elementary to secondary levels have to implement it in schools. While, the term authentic assessment for many teachers seems to be something new for them. Whereas, they need to understand and be able to apply it which many students will rely on their way of designing and administering it. Authentic assessment itself usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated (Muller, 2014). Therefore, this paper gives findings on the English secondary school teachers' perspective of the term authentic assessment. The findings comprise into two perspectives, the positive and negative ones which mean the teachers' ability in designing it and their difficulties in facing it. The teachers who are involved in this case study are from Central Java and secondary schools English teachers partners of Semarang State University (UNNES). They usually involve in observing teacher trainees of UNNES. Explanatory case study is used here as the description and explanatory on the questionnaires and teachers' lesson plans are applied to explore more the teacher's perspective on authentic assessment for curriculum 2013. the findings of this case study could be as underpinning ways to get future solution for teachers knowledge and ability on authentic assessment dealing with the implementation of curriculum 2013.

Keywords: *Authentic Assessment, Curriculum 2013*

Introduction

As many Indonesian know lately that curriculum 2013 has been established as the new one to be applied in schools. It is kind of dilemmatic problem for either teachers, educators, and society. However, talking of the curriculum theory, the success of a curriculum needs long process. As stated by Anita Lie (2012), the success of a curriculum is started from the shaping of ideas and concept about education, the formulation of curriculum design, the preparation of teachers, the facilities, the supervision of curriculum administration, also the teaching and learning process, including the assessment or evaluation.

From all the processes, this paper needs to focus on the assessment of the lesson as to be applied as part of the curriculum 2013 implementation. Thus, authentic assessment is needed to be understood by all teachers in Indonesia. The problems arise when the term authentic assessment is one thing that many teachers of all grades are not familiar with it. While, it should be known that assessment does play very important role in instructional process.

Hence, the investigation of whether many teachers have been familiar or not with the term authentic assessment has to be done. This paper tries to investigate about the English teachers' perspective on the authentic assessment for English lesson implementation in schools. The results of the study would be used as ideas or triggers of how the authentic assessment should be applied appropriately in English teaching and learning process. How important it is. Also, the results of the teachers' perspective of authentic assessment along with the curriculum 2013 implementation can be used as an overview of how the trainings should be given to all English teachers in Indonesia.

Hymes (1991) states that authentic assessment is a term which has been coined to describe alternative assessment methods. These methods should authentically allow a student to demonstrate a student's ability to perform tasks, solve problems or express knowledge in ways which simulate situations which are found in real life. According to Eisner (1993), authentic assessment projects should reveal how students go about solving the problems (process) and should have more than one 'correct' solution. Another definition from Mary (2004), authentic assessment:

Evaluating by asking for the behavior the learning is intended to produce. The concept of model, practice, feedback in which students know what excellent performance is and are guided to practice an entire concept rather than bits and pieces in preparation for eventual understanding. A variety of techniques can be employed in authentic assessment

The goal of authentic assessment is to gather evidence that students can use knowledge effectively and be able to critique their own efforts. Tasks used in authentic assessment are meaningful and valuable, and are part of the learning process.

Authentic assessment can take place at any point in the learning process. It implies that tests are central experiences in the learning process, and that assessment takes place repeatedly. Patterns of success and failure are observed as learners use knowledge and skills in slightly ambiguous situations that allow the assessor to observe the student applying knowledge and skills in new situations over time.

From the definition above, along with the curriculum 2013 structure that the focuses are on knowledge, attitude, and skills, authentic assessment can be applied in students learning process since it can promote the students progress at any point in it. The tasks given based on authentic assessment are also meaningful and valuable. The students need experiences in their learning so that between knowledge and skills can be learned and observed.

In the definition above, authentic assessment can be implemented by giving variety of tasks, based on O'Malley and Pierce (1996) examples of authentic assessment include performance assessment, portfolios, and student self- assessment. O'Malley and Pierce (1996) also give types of authentic assessment which are important to be known by teachers or practitioners. The types are oral interviews, story or text retelling, writing samples, projects/ exhibitions, experiments/ demonstrations, constructed- response items, teacher observations, and portfolios.

Thus, from all the definition and information about authentic assessment, this paper has question to be answered: "How are the teacher's perspective toward the implementation of authentic assessment along with the curriculum 2013?". The perspective can be positive either negative. Thus, this study would like to give the results of investigating the teacher's perspective of it and its implementation based on curriculum 2013.

Methods

The study was done by using explanatory case study. While case study research is mainly said to seek the answers of "how" and "why" questions (Yin: 2003). It is also often to be said of a qualitative nature. Several types of case study based on Yin (2003) are exploratory, explanatory and descriptive case study. Explanatory case study refers to study which seek to link an event with its effects and are suitable for investigating causality. While the method used in this study is qualitative method. The case that was arisen was the implementation of authentic assessment in teaching English. Then, the unit analysis was the actual source of information that is the individual, in this case is the teachers of English at junior high schools.

As already mentioned that the unit analysis is the individual, then, the subject of the study was eight teachers of English who teach English at junior high schools which are the partners schools of Semarang State University (UNNES) in Central Java. They also sometimes do observation to the teacher trainees of UNNES. However, the authentic assessment for the curriculum 2013 is still new for them. The data were gathered through interview and the way they design lesson plan by implementing authentic assessment. All the data were gathered in January and February of 2014. The interview was done in informal way by considering the leading and nonleading questions, and the researcher tried to let the informants to unstructured interviewing. The analysis used the analytic technique based on case study. After the interview data were gathered, then the reseacher used comparing based pattern which is the initial predicted results. Those can be expected outcomes, rival explanations or simpler pattern. Then, the explanation would be given afterward by considering the interpretation of the most significant issue of the study.

Findings and Discussion

This study is designed to give description of how the teachers' perspective on the authentic assessment implementation in their schools later, sooner or already in the process of teaching and learning process. So, the findings and discussion are fully in description.

The first analysis was done on the interview analysis results. The first question was about the teacher's understanding of authentic assessment. From all eight English teachers at that time they gave wrong answers of understanding it. They still referred the answer by comparing the authentic assessment with rubric, which means that they thought authentic assessment meant that the evaluation the teacher applied is only using rubric. While, the understanding about designing rubric is also confusing them as teachers. The second question is about the types of authentic assessment. Surprisingly, this question has been answered by four teachers correctly. While four of the rest have given wrong answers. Mostly they knew portfolios, oral performance tasks, and project based tasks. They also gave examples, like asking the students to make portfolio of their recount text which would be published on the wall magazine. Also, the English teachers as its study subject have already mentioned about making the rubric for its evaluation. Another important question was about how the implementation of authentic assessment in the future will be. From eight informants answered although they still knew little or nothing about it but they have to support the implementation of it. They still need to get the further information

from education institution or government to socialize more about it. When the researcher tried to let the informants lead the open ended questions, two of them complaint about the works that they would face later if the authentic assessment is later implemented in their teaching. Without any explanation from the researcher, the informants also shared their perspective that the implementation of authentic assessment later should consider the tasks given to the students and thus it needs more facilities and extra time either for teachers and students. Also, by considering the aspects of knowledge, attitude and skills, they think extra time is needed to be aware of how to observe meticulously each of their student's progress. However, dealing with it, the students centered tasks will give valuable experiences for the students.

The next analysis results are about giving interpretation on the lesson plan designed by three of the informants dealing with the implementation of authentic assessment. From the three informants when they were asked to design the lesson plan, only one English teacher from one of the public junior high schools (partner school of Semarang State University) who could design appropriate authentic assessment for her students. She has been able to design a project based task for the students to create story based on the video of narrative text. She also made three rubrics as suggested by the curriculum 2013 of the aspects to be considered , those are rubric of knowledge, attitude and skill of writing. While, the two informants designed the assessment for the lesson plan without any valuable experiences for the students, one reason for that is because they haven't known about the types of authentic assessment.

Conclusion and Suggestion

The conclusion that can be drawn are divided into two. The first is from the results of guided and non guided interviews and the second is from the results of designing the lesson plan by implementing the authentic assessment. The results of interview analysis showed that from the eight teachers as informants, the question about what they know about authentic assessment, they did not know exactly what it is. They referred the authentic assessment only with rubric. While in designing rubric, they also had difficulties. The second question about the types of authentic assessment, four informants gave right answers, while the rest four gave wrong answers. The four informants have known about project based tasks and oral performance tasks in their teaching. The third question, which is to let the informants lead the question of their perspective on authentic assessment, has given two perspectives. The positive one is by implementing the authentic assessment, it will give students the valuable experiences since they have variety of tasks in their learning process. However, the informants of this study also consider the negative ones. They complaint that the teachers need facilities and extra time to observe and note down all progress of knowledge, attitude and skills of the students during their learning process either in class or outside. They think that the school and government should think about the works of teacher in the context of big classes like they have as always. The second conclusion from the result of designing the lesson plan, the informants (the English teachers of junior schools as partner schools of UNNES) still need more information and explanation about the types of authentic assessment that should be implemented as suggested by curriculum 2013.

The suggestion should be referred to all teachers, to sooner learn more about authentic assessment since actually it can promote the students progress in their learning. However, the curriculum instructors and trainer should keep in mind that many teachers need to be forced to create variety of authentic assessment tasks instead of only giving information and explanation. They need to be given opportunity to be creative and innovative in designing the authentic assessment tasks in their teaching.

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THE EFFECTS OF TIME CONSTRAINTS ON STUDENTS' WRITING PERFORMANCE

Nur Ainani Fitria
Feny Martina
Sadiatul Khairiyani

Abstract: Most of the standardized tests that are administered today exist with time constraints for completion. However, these prescribed time constraints are often not allowing test takers enough time to do the test calmly and rationally. Rooted in the phenomenon, this study was conducted. By using factorial design as the design of this study, the objective of this study was specifically to find out whether or not time constraints significantly affected on students' writing performance. This study was conducted among EFL learners of English Education Study Program at STKIP Siliwangi Bandung. They were asked to write two equivalent types of an argumentative essay writing based on a certain topic under varied testing conditions, a standard time constraint (90 minutes) and under an extended time constraint (120 minutes). To collect the data, the instruments used in this study were a writing test and semi-structured interview. To achieve the objective of this study, the one-sample Wilcoxon signed-rank test and Mann-Whitney U test were used. The findings of the study showed that there was any difference on the students' writing performance between students with 90 minute test taking time and 120 minute test taking time. In short, time constraints affected the students' writing performance.

Keywords: *time constraints, the effects of time constraints, students' writing performance*

Most of the standardized tests that are administered today exist with time constraints for completion. More often than not, these prescribed time constraints for testing are not allowing test takers enough time to consider all of the items on a test calmly and rationally, without the overwhelming feeling of being rushed (McGrath, 2009). Therefore, this study was conducted. This present study gave an attempt to find out whether or not time constraints affected students' writing performance, which in turn, EFL students' performance on essay writing test became of the major concerned. EFL students' performance on essay writing test became of the major concerned since it was in association with the process of writing test itself. This is what has been advocated by Reimes as cited in Chaudrey (1990).

Time is a crucial element of the writing process... Writers have time to make decisions, time to play around with ideas, time to construct and reconstruct sentences, to form and re-form arguments, to experiment with new words, and above all, time to change their minds. Time should not be a constraint, and revision should ... be a built-in part of the writing process (p. 122).

Therefore, it could be assumed that time allocated is considered decisive. Writing activities do not only revolve around how to write some correct sentences and how to make them coherent one another, but also require test takers to put their ideas into a piece of writing. As the consequence, it is indisputable that the test takers need time to determine and/or settle as well as to attempt to give a try on the use of some ideas.

Concerning the issue of time limits and the examinee's performance, Elliot and Marquart (2004) have conducted a study. The objective of their study was to examine the effect of extended time during testing on the performance of students who either did or did not have disabilities or who were at risk in math. 97 students were selected from eighth grade classes and were asked to complete two equivalent types of a standardized math test under varied testing conditions, a standard time limit (20 minutes) and also under an extended time limit (40 minutes). Results of this study showed that there were no significant differences among groups with or without disabilities and those at risk in mathematics. However, evidence supported significant differences among the three groups of students (those with a disability, those without a disability, and those at risk in mathematics) regarding the amount of change that occurred in terms of their performance in each of the two time conditions.

Being inspired by Elliot and Marquart, this study was conducted. This study was conducted among EFL learners of English Education Study Program at STKIP Siliwangi Bandung. In this regard, 38 students of semester 6 became the subjects of this study. They were asked to write two equivalent types of an argumentative essay writing based on a certain topic (i.e. the use of English in campus) under varied testing conditions, a standard time constraint (90 minutes) and also under an extended time constraint (120 minutes).

Specifically, the objective of this study was to find out whether or not time constraints significantly affected on students' writing performance (argumentative essay writing). It is expected that the results of the study will give some benefits for teachers and EFL students in particular. Through this study, the teachers will be

aware of the phenomenon that happens to their students and try to find the best solution for time constraints experienced by the students while facing writing test.

Methods

This study mainly used a factorial design. This study was conducted among EFL learners of English Education Study Program at STKIP Siliwangi Bandung. In this regard, 38 students of semester 6, who have been already occupied in Writing for Academic Purposes subject course, became the subjects of this study. The students consist of 11 males and 27 females.

To collect the data, the instruments used in this study were a writing test and semi-structured interview. The first instrument was employed to find out the effects of time constraints on students' writing performance, whereas the second one was used to gain rich and meaningful data as support for the first instrument's findings.

In more detail, to collect the data, firstly, the students were asked to write two equivalent types of an argumentative essay writing based on a certain topic (i.e. the use of English in campus) under varied testing conditions, a standard time constraint (90 minutes) and also under an extended time constraint (120 minutes). This section was conducted on April 9th, 2011 and April 10th, 2011. Then, the results of this section were interpreted to answer research problem and compared to the theories underpinning the study (Emilia as cited in Emilia, 2008, p. 197).

Secondly, to capture the richness and detail of the effects of time constraints on students' writing performance, a semi-structured interview was conducted on a one-to-one and face-to-face basis and recorded (as suggested by Silverman, 2005) to provide a permanent record. To do so, two male students and two female students were selected. The interview itself was conducted on May 20th, 2013.

To answer the research problem of this study, which was "*Do different time constraints have an effect on students' writing performance (argumentative essay writing)?*", the Statistical Package for Social Sciences (SPSS) version 17.0 was used to analyze and calculate the data. Specifically, the data was calculated by using the one-sample Wilcoxon signed-rank test. Meanwhile, to show the difference of writing performance for students at two different levels of gender (i.e. male and female), this study used the Mann-Whitney U test.

Findings and Discussion

The findings of research problem of this study are reported as follows.

The Effects of Time Constraints on Students' Writing Performance (Argumentative Essay Writing)

Based on the calculation by using the one-sample Wilcoxon signed-rank test, it can be identified that time constraints affected students' writing performance. In this study, the Sig. value was 0.001 (which really meant less than 0.005). Therefore, the two sets of scores were significantly different. In other words, the null hypothesis of this study (i.e. there was no difference on the students' writing performance between students with 90 minute test taking time and 120 minute test taking time) was rejected. Table 2 displays the effect of time constraints on students' writing performance.

Table 2
The Effect of Time Constraints on Students' Writing Performance
Test Statistics^b

	120 minutes - 90 minutes
Z	-3.363 ^a
Asymp. Sig. (2-tailed)	.001

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Supporting the finding above, from a semi-structured interview, the researchers found out the similar finding. Three out of four interviewees reported that the length of time mattered for them as test takers. For them, writing an argumentative essay under an extended time constraint (120 minutes) was considered sufficient. It was because they could use the time to reread their own writings, make correction to the grammar errors, make coherent paragraphs, and develop more their own writings. As the result, they felt optimistic that they produced a better writing under an extended time constraint (120 minutes), which in turn, the scores of their writings became higher.

Overall, the findings showed that time constraints affected students' writing performance (argumentative essay writing). The finding of this study has confirmed Elliot and Marquart's (2004) study showing the effect of time constraints on students' writing performance.

The Difference of Writing Performance for Students at Two Different Levels of Gender

Based on the calculation by using Mann-Whitney U test, it could be identified that there was no difference of writing performance for students at two different levels of gender (i.e. male and female). Based on the way to interpret output from Mann-Whitney U test stated by Pallant (2005, p. 292), the two values that need to look at in the output are the **Z** value and the significance level (presented as **Asymp. Sig (2-tailed)**). In this study, the Z value was -1.048 with a significance level of $p = 0.295$. The probability value (p) was not less than or equal to 0.05, so the result was not significant. It could be concluded that there was no statistically significant difference in the students' writing performance of males and females. The insignificant difference in the students' writing performance of males and females is reflected in Table 3.

Table 3
The Insignificant Difference in the Students' Writing Performance
of Males and Females
Test Statistics^a

	Students' Writing Performance
Mann-Whitney U	502.500
Wilcoxon W	1987.500
Z	-1.048
Asymp. Sig. (2-tailed)	.295

a. Grouping Variable: gender

Conclusions and Suggestions

Based on the findings and discussion, there was any difference on the students' writing performance between students with 90 minute test taking time and 120 minute test taking time. In short, time constraints affected the students' writing performance. However, there was no statistically significant difference in the students' writing performance of males and females. The findings of this study have confirmed Elliot and Marquart's (2004) study showing the effect of time constraints on students' writing performance.

By looking at the findings of the study, it can be concluded that time constraints cannot be taken for granted. Otherwise, it is necessarily important to consider the extended time constraints for administering essay writing tests. For the next researchers, like every other study, this study had certain limitations. The first possible limitation was regarding the sample size. As the result, the generalizability of the findings of this study would be limited with this sample. Leaving from this limitation, further studies should use a large sample for the desired results. The second limitation was consideration that this study was still a mini-scale study. Hence, there is need for further studies in this area by using the different designs, instruments, and subjects of the study. Therefore, those studies can enhance the richness of aspects related to time constraints and students' performance.

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Biodata

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TRANSLATION TECHNIQUES APPLIED BY STUDENTS IN TRANSLATING EXPLANATION TEXT

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Abstract: Translating text is an activity done by students to explore and improve their skill in transferring the idea of the source text into target text. The activity as conducting the process of translation is not only changing one language into others but sending the author's message to the target readers. There are some techniques maybe applied in transferring the idea into target text in order to get the work of translation acceptable, readable and natural for the target readers. This study is aimed to investigate how the students do in transferring the idea of the English explanation text into Indonesian. To obtain the data, the students were required to do the assignment and the classroom observation was also conducted. When the students have finished their project, the focus group discussion was also conducted to investigate the translation techniques based on Molina and Albir's theory (2002:509) applied in translating Explanation Text. The result of the research reveals that most of the students applied literal translation.

Keywords: *author's message, classroom observation, focus group discussion, translation techniques*

The use of English as the international language makes translation become one of language skills needed in this globalization era. Translating process and the result are found almost in all fields, it begins from scientific field to literary works. As a result, to make people understand about everything in this world, they prefer to translate foreign language into their own language or international language. It can be seen from the increasing number of translation works such as books, novels, journals, etc.

Translation is generally defined as a process of meaning or message transference from one language into another. Some experts define translation in different ways. In translating process, getting the closest natural equivalent is a must. It means that the best equivalence should be concerned with the acceptability. Wills does not only emphasize on the substitution of the text, but he also stresses on the content and style of the original. Wills (in Pym, 1982, p. 38) defines "Translation leads from a source-language text to a target-language text which is as close an equivalent as possible and presupposes an understanding of the content and style of the original". It is linguistically agreed that the statements of Catford and Will emphasize on the replacement of SL text into TL text. A text is a unit of language which contextually expresses meaning (Wiratno, 2003, p. 3). A unit of language consists of phonology, graphology, grammar, and lexis.

The units of languages serve a basis for types of translation. Catford (1974, p. 21), classifies types of translation into three types based on *extent* (Full vs Partial translation), *level* (Total vs Restricted translation), *ranks* (rank-bound vs unbounded translation). *Full translation* indicates all parts of SL text are substituted into TL text while *Partial translation* signals only a part of SL text which is transferred into TL text (there is a part of SL text which is not shifted into TL text). In *Partial translation* there are at least two reasons: untranslatable parts (non-equivalences) and special purposes from translators to introduce 'local colour' of SL text. Different from the above types, *Total Translation* indicates that all language unit levels of SL text are replaced with TL materials. While, *Restricted translation* is signaled by the replacement of textual materials from SL into TL at one unit level only—phonology, graphology, grammar, or lexis. The third type of translation deals with the rank in grammatical (or phonological) hierarchy.

In other words, translation constitutes the result of seeking as close an equivalent as possible from source language text to a target language text, and taking consideration on understanding the style and content of the source. From the above definitions, some aspects—should be equal in translation—are textual material, content, and the style of both languages. That is to say, all aspects should be equivalent, the result of translation should be equivalent to the source language text. In getting the equal work of translation such as the closest equivalence, some techniques may be applied. Molina and Albir (2002:509) mention the eighteen kinds of translation techniques. Each of them has a unique one to get the equal equivalence, such as adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization,

reduction, substitution, transposition and variation. Not all the techniques are applied in a text, but it usually fits to context. It is quite interesting to find that the students transferred the idea by applying those techniques. Grabiela Bosco divided those techniques into two big clusters, they are direct (borrowing, calque, and literal translation) and oblique (transposition, modulation, reformulation or equivalence, adaptation, and compensation) translation technique <http://www.interproinc.com/articles/translation-techniques> (2014). Direct Translation Techniques are used when structural and conceptual elements of the source language can be transposed into the target language, while Oblique Translation Techniques are used when the structural or conceptual elements of the source language cannot be directly translated without altering meaning or upsetting the grammatical and stylistics elements of the target language. This study is aimed at describing the techniques applied by the students in translating explanation text.

Method

This study was a descriptive qualitative research because it is intended to describe the translation techniques used by students in translating explanation text. The data was taken from the class of Intermediate Genre Based translation and analyzed based on Molina and Albir's theory (2002:509) of the translation techniques. To obtain the data, the students were required to do the assignment and the classroom observation was also conducted. When the students have finished their project, the focus group discussion was also conducted to investigate the translation techniques.

Findings and Discussion

The research was conducted in a class of intermediate genre based translation. There were 25 students joined the class of Intermediate Genre Based Translation. They were asked to translate an explanation text entitled "Eiffel Tower". The writers found that most students applied the literal technique. It was found that there are 19 students or 76 % students translated 'tower' into 'menara' while rest of the students applied amplification technique by changing the word 'tower' into 'Menara Eiffel'. There are 20 students translated 'exhibition' into 'pameran', on the other hand, there is only 1 student used transposition technique. It is translated into 'digelar'. There are 18 students applied literal technique, they transferred 'designer' into 'perancang'; 5 students generalized it into 'insinyur'; and rest of them used calque technique.

It can be concluded that literal technique is mostly applied by the students in translating the explanation text. The text consists of ten sentences in fact the nine sentences were translated literally. Next the calque is also applied in the seven sentences.

Excerpt 1

ST: *Primarily, the Eiffel Tower was built for the **world exhibition** called Paris Exposition in 1889*

TT: *Awalnya Menara Eiffel dibangun untuk **pameran dunia** yang disebut dengan Paris Exposition in 1889*

Literal translation, as a technique of translating word for word has been applied to transfer the idea of *world exhibition*. 84% of students employed this technique and 16 percents employed the calque techniques. World exhibition was the most popular exhibition held in Paris in 1889 but the students got difficulties to transfer it. Then most of them just translated it literally, without giving any explanation about the world exhibition. It is translated into *pamerandunia* that it represents the fair or exhibition for the world to celebrate the Paris revolution. To transfer the idea of world exhibition of *Exposition Universelle*, the term should be maintained by giving a quotation mark and put the Indonesian term near it. In order to give the brief explanation for the target readers, the additional information should be noted on the work of translation. Here the students learnt how to give the additional information which can represents in paraphrase, foot note, even the words in brackets. As the result the work of translation will be easily understandable for the target readers.

Excerpt 2

ST : *Additionally the Eiffel Tower was used for **radio transmission tower***

TT: *Faktanya menara Eiffel digunakan untuk **menara transmisi radio***

64 % of students translated the terms by applying the calque technique. It is a technique to translate literally the foreign word or phrase. The word 'radio' is a very popular word for the target readers. Although it is a loan word, it has been accepted in Indonesia many years ago. 'Transmission' is translated into 'transmisi'. It is an adapted word in Indonesian, but it is not as popular as radio. The calque techniques has been employed in getting the term of radio transmission tower, especially for the word transmission even though 'pemancar' is the best equivalence of 'transmission'. The word of 'pemancar' will be more acceptable and easily understood. In fact

the 36% of students have translated the term literally. Getting the proper and the best equivalence is the most important one for the translator. The borrowing words or foreign words should be reduced to make the readers naturally understand the translated text.

Excerpt 3

ST: *The exhibition was organized to celebrate the 100 anniversary of the French Revolution.*

TT: *untuk merayakan 100 tahun Revolusi Prancis, maka digelar "World Exhibition".*

Transposition is a technique of transferring the idea by changing the grammatical category. The noun of exhibition has some equivalence such as *pameran, pagelaran, pekan raya, pasar malam*. Those are mostly used by 80% of students. 16% of students employed the calque by adapting the word of 'exhibition' to 'eksibisi'. It is adapted word which is not standard in bahasa Indonesia. 4% of students applied the transposition techniques. The grammatical category of exhibition as a noun changed to verb (passive).

The additional information about the exhibition is also given to emphasize the verb of 'digelar' or 'to be held'. It is quite interesting to know the transposition technique was applied since the student didn't translate it literally in order to get the translated text natural and acceptable.

Excerpt 4

ST: *Another reason on why the tower was built was for scientific progress although few realized it, the Eiffel Tower would become the prominent structure in term of science and technology.*

TT: *Sebagian masyarakat luas kurang menyadari bahwa sebenarnya menara Eiffel dibangun dengan tujuan untuk perkembangan ilmu pengetahuan dan teknologi*

The target text has more words than the source text. One word 'few' has been translated into 'sebagian masyarakat luas', which consists of more than one word. The amplification has been employed in the sentence which belongs to 36% of students. The rest has used literally techniques by translating 'few' into 'sedikit'. Amplification is a technique by introducing details that are not formulated in the source text. 'Few' refers to the some people who realized the existence of Eiffel tower. It looks natural and acceptable by using more than word to translate 'few'. The readers will easily comprehend the text although the target text has more words.

Excerpt 5

ST: *The Eiffel tower was designed by Gustave Eiffel. It seemed that then the name of the tower was derived from the designer's last name*

TT: *Menara Eiffel dibangun oleh Gustave Eiffel yang terlihat dari nama menara yang diambil dari nama belakang insinyurnya yaitu "Eiffel"*

Generalisation is a technique which uses a more general or neutral term. The equivalence of designer is 'perancang' but in target language, bahasa Indonesia, the word 'perancang' is commonly used as a 'perancang busana'. In the explanation text, it is clearly mentioned that the designer is a person who designed Eiffel tower. In fact most of the students used the term 'perancang' which reaches 72%. And 20% of students used the term 'insinyur' to transfer the idea of designer. 'Insinyur' is a popular term of profession which works in technical term, such as a building designer, building construction, and buildings maintenance. The word of 'insinyur' is acceptable and readable for the readers, although it is not a specific term for 'designer'. It generalized the term to get the proper equivalence

Conclusion

By these, it can be concluded that there are various techniques which were applied by the students to translate an explanation text entitled "Why Eiffel Tower was Built?". Literal technique is mostly applied to translate the sentences. Borrowing techniques is applied by all the students in using the name of the tower, 'Eiffel tower' since the name of the most popular building cannot be replaced by other term even translate into another language.

Calque is also another technique which is employed by the students, although some of them are not proper equivalence. Others techniques are also used are generalization, amplification and transposition.

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REDEFINING CRITERIA AND STANDARDS FOR COMPOSITION CLASSES

Richard Manuputty

Abstract: Applying criteria in essay writing classes has been acknowledged as an important teaching and learning reference of evaluation; however, many students at lower level classes are experiencing difficulty in internalizing the conventional writing criteria and standards fully. As the result, many students produced insufficient pieces of composition and they continue depending on instructors to assess their work. In an attempt to address the situation, several criteria that students commonly encountered difficulties were redefined as supplementary writing criteria applied in planning and developing their essay compositions. Two projects writing of Argumentative essay in Writing 3 class were assigned, observed and evaluated throughout process writing approach, steps and activities. A survey of students' attitudes was conducted and administered after completion of the second writing project. The results of study show an increase in student's writing performance demonstrated after the course. Students' products of writing (N=20) were developed particularly on the organizational aspects. Students' perceptions about the learning system were reported to be high. Some positive feedback and constructive comments were given for better future writing instructions.

Keywords: *Redefining, Criteria, Standards, descriptors, Assessment*

Introduction

Current instructions of writing composition classes are still found to be lacking of a form of assessment although learning criteria has been used to promote and increase student writing performance, and it has been acknowledged to be an important teaching and learning reference. As the results, students' ability in planning and developing a well-organized composition is found to be below expectations. Many students fail to internalize criteria when put into practice. They depend on teacher evaluation, and the sense of responsibility for improving their own learning is weak.

Through self-evaluation and reflection on writing instructions, considering previous classroom research findings of my own, and through purposeful meaningful conversations with some pretty fair writing students who have had experienced using criteria in the previous writing courses, it can be concluded that the root problems of underachieved in writing performance are related to students' ability in comprehending some conventional writing criteria applied so far. For instance, the term used 'well-organized' in many organization criteria is not clearly defined. It needs to break down into clear structure of the organization itself. In other form of conventional criteria, the organization is broke down clearly into sections but the standards/rubric for the criteria is explained in general descriptors. In fact, inexperience readers or sophomores face difficulties to make distinctions and to internalize individual criteria to its standards precisely. This may happen because the descriptors used in the standards are written in condensed language. For example, it describes that criteria for a good introduction must be '*strong and engaging introduction*'. Again, the language may be clear for experience writers or advance level writing students but not for lower writing classes in the context of my institution. The same case of interpretation may happen in internalizing criteria for 'Good thesis or strong thesis' as defined in the standards. Such holistic defined criteria therefore, are considered ineffective for students at lower writing classes.

In an attempt to overcome the situation, this study designed by redefining conventional global criteria and standards with more detail and concise descriptive language. The solution is considered effective and a meaningful problem solving strategy for teaching at lower level writing classes. Students will produce good writing if they understand what are the criteria for good writing (Glencoe Literature, Reading with Purpose@2007). The following is an extract of organization criteria redefined as supplement to the applied convention essay criteria:

ASSESSMENT CRITERIA FOR AN EFFECTIVE ARGUMENTATIVE ESSAY

Holistic Textual feature	Global Standards, Content	Analytic textual features	Specific Standards, Content	Descriptors of standards Introduction
ORGANIZED	An excellent persuasive essay contains outstanding content presented in a well-organized composition, in which the writer takes a stand on the issue, provides supporting evidence, appeals logically and emotionally, and carefully uses language to move the reader to agree.	Introduction Body/Development Conclusion	The issue of the writing subject is properly introduced. It may take the form of a general to specific information about the issue before the writer takes a stand on the issue, written in the form of an assertion. - -	*An introductory paragraph gives a general background containing interesting issue *The important of issue is explained *The issue contains a pro and con about the topic discussed *There are evidences used to support each side's opinions *The position of the writer is clearly stated in an assertion form *Assertion or thesis statement is usually put at the end of introductory paragraph

Methods

The primary purpose of this classroom research was to document changes in students' writing of argumentative performance over time after using both conventional and additional specific redefined criteria and standards of writing essay in the areas of introduction, body and conclusion. The study that was designed for two months (ten x meetings, 2 hours each), involved 45 students enrolled first time in the writing 3 course as a whole class sample. However, to be eligible for this study, students have to fulfill the learning criteria 1) participant must actively involved in the writing project 2) participate in individual conference and, 3) willing to give response to the questionnaires about their attitudes about the learning system. In the end, 20 students were successfully participated in all two projects writing activities.

The course started with a brief introduction to learning systems, to the learning criteria for an excellent essay. Conventional writing criteria was explained then distributed for all students as learning reference. Before the first writing project was executed, rationales and principles behind exposition text type and steps in planning were discussed. Course materials including writing conventional criteria were provided in the form of a learning module. Prior to make an outlining of writing, a model of student product writing was proofread and assessed together in the class using the conventional learning criteria.

After the students finalized their writing outlines, the first draft was developed followed by peer-assessment activity. During peer-assessment process, students would use the applied criteria as reference for evaluation. Comments from peers were discussed and taken as inputs for revising the second draft before proceed to individual conference with instructors. During individual conference, special attention was given to essay organization and the content of the main idea, how it was expressed in thesis statement/assertion, and how it was elaborated in major-minor points of supporting ideas developed in planning and development. During conferencing with individual students' some common practical problems were recorded, then some inputs and comments were highlighted in the class. Soon after revision on second draft was completed, students were assigned for a second writing project designed for another one month. At the beginning of second writing project, the redefined criteria were presented in power points and hard copies were provided for all students as additional learning reference and assessment criteria. Similar steps and procedure of writing process were followed as in the first project.

As a means of measuring performance, the final products of two projects were analyzed and evaluated by two instructors. The results then compared and converted into percentage grades and reported using basic statistical procedures using William Fox's formulas (1979)...

Findings

In general, scores reported show a relative consistency between the two markers. The scores were combined and then tabulated to determine the average increase on the writing projects. Basic descriptive statistics were used to calculate the means by 48.58–63.45, and the standard deviation of scores by 5.11–6.25. This finding suggests an average increase of 40 percent in final products after the redefined criteria was applied, in terms of the aspects of essay organization. The finding of this classroom research suggests the mean of introductory paragraph section improved the most by 35–60. This is realistic moved since the focus of redefining criteria was focused only on criteria and standards for introductory section of essay composition.

Students show positive attitudes about writing with criteria. When ask their experience learning with conventional criteria and standards (item #4), many students (75%) response with not clear enough, and they need more detail explanations with detail descriptors, otherwise confusing. When asked to compare the two types of writing criteria applied (Item#5), almost all (95%) agreed that both are useful, but the last one helps them shape in addressing the issues and the main ideas more properly. Some (50%) feel more confident in assessing both peers's and own work after additional criteria was used. Interestingly, when they are asked about the instructor's role (item#6) in the project writing, almost all students (95%) claimed and emphasized the importance still of having teachers assess their work through individual conference. Teacher's comment was reported to be clearer when confronting their writing problems with elaborating criteria. At the end of the project, many students (70%) expressed their feeling of satisfaction with their writing performance. Experiencing writing with criteria (Item #7) is reported to be useful learning guide (90%) in achieving the objective of the writing project. Using criteria helps them in assessing their work and their friends' work. Many students (80%) confessed that drawing an issue properly and stating a strong assertion, and supporting opinions with accurate evidence are among the difficulties in planning and developing an essay composition.

Discussion

Changes from second drafts to the final drafts essay composition are affected by the supplementary redefined criteria and standards. In general, participating students are on the way to developing better skills in writing introductory paragraph organization, in which issues and assertions were introduced in more proper way. The development of sub-main ideas is more unified and coherent although the length is relatively short. However, it cannot be denied that few students did not perform well and worked very slowly even after criteria had been redefined. When time for exchanging work or rewriting drafts was up, they were not ready. This can be explained that individual learning pace is different from one-another. Therefore, slower students must be treated differently.

Redesigning good learning criteria must be based on the instructional objectives that reflected from individual teacher's teaching experience with specific students' common writing problems. From my own instructional objectives I know what I expect to be changed in my students writing products. Therefore, the learning criteria redesigned were focused more on specific rather than holistic criteria and standards explained in more detail, easy and precise language, so that students can articulate and apply them when writing. Under this teaching and learning system, student's self-assessment ability can be increased. They can always, in their own time, refer to writing criteria when planning and developing and self-assessing the quality of their own work. In the long run, when students who have already attained schemata and strategies of effective writing criteria, they can be expected to perform well in writing essays. In line with this, Phye, (1997) underlined 'the more met cognitively sophisticated students are, the higher their school learning and achievement is likely to be'.

Promoting clear measurable criteria in this learning system is considered an effective to encourage student self-assessment learning strategy to determine their writing academic competence. This ability would require transferring more responsibility from teacher (external) to student (internal) systems where students are allowed to take an active part in evaluating their own learning. The process of learning with clear defined criteria provides students with opportunities for making decisions concerning what is good, what needs to be improved and what needs to be concentrated on the next writing. O'Neil (1994) described such the learning condition as the most common benefit that students become better attuned to the characteristics of quality work. Phye (1997) argued that students can use defined criteria during instruction to learn how close they are to success and understand how to improve.

Conclusions and Suggestions

Due to the limitation of time, this study were only focused only on organization criteria and standards of persuasive essay writing that many students usually encountered problems when planning and developing their argumentative essays. The particular attention was given to introduction paragraph of essay writing, which is considered to be one of very important that is much required for standardized tests. The application of learning system is adaptable other text types and language skills of English, therefore, developing English learning packages along with explicit learning criteria and elaborating standards for young students is very

effective. Therefore, related educational authority must conduct some special service trainings for English teachers to redefine existing learning criteria for enhancing and promoting independent learning of English as a foreign language in Indonesia. For younger students, developing learning criteria and standards or rubric in Bahasa or mix English and Bahasa is recommended.

Teaching writing through process writing approach provides many opportunities for applying learning criteria although it takes some extra time for teachers. Therefore, it is necessary to put writing into curriculum with larger room for practice. The more students get better understand the learning criteria along with assessment rubrics, the better they can assess work of their own without too much depending on their teachers. Under such ideal learning circumstances, the roles of teachers are switching from transferring of knowledge to learning facilitator, from the powerful main evaluator to mediator for students in achieving better learning results.

In conclusion, it may take time and energy to accomplish such programs and the learning systems, but the results for our young generation would be a blessing. Therefore, it is challenging for educators, classroom teachers in EFL context in Indonesia to develop learning criteria and to facilitate students in accomplishing their learning tasks independently.

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ANXIETY ON THE PRESENTATION OR ORAL EXAMINATION IN LEARNING ESL

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Abstract: The problem of this applied research is that learners of English often feel anxious when speaking English during presentations or oral examinations in the ESL (English as a Second Language) classroom. There are two purposes of this research - first, to find out the causes of their anxiety during the oral examinations/presentations, and second, to know some strategies used by ESL teachers to reduce the language anxiety of their students. In this preliminary research, the writer expects to help ESL students reduce their language anxiety during the oral examinations/presentations and provide some practical strategies for their teachers to minimize their students' anxiety during the oral examinations/presentations. Therefore, the writer would like to conduct a survey by using questionnaires and interviews in order to gain the descriptive qualitative results of this research.

Keywords: *language anxiety, presentation, oral examination, causes, and strategies*

Introduction

Based on the writer's observations in classrooms, many students who took oral examinations or presented in front of the class felt nervous and did not look confident. He was very eager to know the causes of each examinee that felt nervous about the oral examinations/presentations in English. He would like to find out their causes of anxiety through a research for his students who studied English as a second language at Business English study program of Politeknik Ubaya Surabaya. In this preliminary research, the writer would start with the case happening to the classroom. He would also like to find out the practical strategies as best solutions to reduce/minimize their language anxiety during the oral examinations/presentations in English. If they could minimize their language anxiety, they could control their presentation and they might have more self-confidence in their performance.

Reviews of related literature

Many researchers had studied the language anxiety in different ways. Young (1991) identified at least six potential sources of language anxiety: personal and interpersonal anxiety, language testing, instructors' beliefs about language teaching, instructor learner interactions, classroom procedures, and learner beliefs about language learning. Wang (2005) also found out that adult Chinese English learners who contributed greater difficulty level to English were more likely to experience anxiety in their English classes and those who have less awareness and confidence in their language learning abilities are more likely to feel anxious in their English classes. Subasi (2010) also mentioned that two potential sources of the anxiety of Turkish learners of English in oral practice were individual students' fear of negative evaluation and self-perceived speaking ability, and Tseng (2012) also investigated the factors that caused language anxiety for ESL/EFL learners in learning to speak were presentation in class, fear of making mistakes, apprehension about others' evaluation, self perception, strict and formal classroom environment, pressure by teachers to get good grades, lack of confidence in their ability to learn English, and cultural differences. In Longman advanced American dictionary (2003), anxiety is the feeling of being very worried about something that may happen or may have happened, so that one thinks about it all the time. Further, the following ways/strategies that teachers should consider preparing the presentation/oral examinations of their students are giving presentation techniques, and the use of visual aids, making the students be aware of the benefits of positive thinking, self-efficacy and the habit of mindfulness to enhance their self-confidence and to reduce their anxiety during presentations/oral examinations.

Presentation techniques and the use of visual aids

Preparing a well-done presentation, presenters (students) have to use presentation techniques and practice well. This well-prepared presentation helps the presenters have self-confidence and enhance their presentation. If the presenters present their presentations without power points, Joshua Huffman (2010) also gives some effective class presentation tips as follows understanding all the details, preparing the speech and note cards, not procrastinating, rehearsing, relaxing, and presenting/speaking to class. To make better presentations, presenters use color, contrast, display bullet points, and add graphics or videos for their power-points (Harris: 2013). Therefore, presentation techniques and visual aids are necessary to enhance presenters' presentations.

The power of positive thinking

Preparing good presentations or oral examinations, the presenters (students) also need to have positive thinking. Positive thinking focuses on the bright side of life and expects positive results. On the other hand, negative thinking distracts one's mind. In presentations/oral examinations, the presenters or examinees could feel tense, worried about themselves and about what may happen. Their mind is occupied with negative thoughts and fears concerning their presentation/oral examinations. Presenters/examinees with negative attitude/thought believe that others can do better and consider themselves as an unworthy of success or a failure. As a matter of fact, one's mind is the source of their positive or negative thinking . Therefore, creating a new habit by turning negative thinking into positive thinking, people have to change their mind and they have to think and behave more positively and optimistically. When there is one bad thing, people have to believe that there are still dozens of good things going well. They have to focus on the positive because positive thinking makes them be optimistic and always hope to be successful in what they do. When people see some half water of a cup, they can see the cup as half full. Yip (2013:23) has also found out that positive thinkers can overcome their challenges. They would rather choose to be winners than losers.

Self-efficacy

Preparing good presentation/oral examinations, the presenters (students) also need to have self-efficacy. According to Bandura (1994), a person's attitudes, abilities, and cognitive skills comprise what is known as the self-system. Self-efficacy is the belief in one's capabilities to succeed in a particular situation, such as presentation, oral examinations, and others. These beliefs as determinants of how people think, behave, and feel. Bandura also explains the major sources of self-efficacy-mastery experience, social modeling, social persuasion, and psychological responses. First, through mastery experience, one can develop a strong sense of self-efficacy. Performing tasks successfully strengthens one's sense of self-efficacy. Second, seeing people succeed in their presentations/oral examinations by doing their best raises observers' beliefs that they can also succeed in performing another similar activity. Peer models also help share similar attributes to the students who learn how to perform and accomplish the task successfully. This observation of the peer models also helps strengthen their self-efficacy beliefs. Third, Bandura also believes that people could be persuaded to believe that they have skills and capabilities to succeed by giving verbal encouragement to help people overcome their self-doubt. Fourth, one's own responses and emotional reactions to particular situations, such as presentations/oral examinations, also play an important role in self-efficacy. People become very nervous before speaking in public may develop a weak sense of self-efficacy but optimism or a positive mood enhances self-efficacy. According to Bandura (1994), effort-focused feedback (such as 'well done, you're working hard') enhance students' self-efficacy and performance to a greater degree than does ability-focused feedback (such as 'well done, your are so smart').

The habit of mindfulness

Preparing good presentations or oral examinations, the presenters (students) also need to have the habit of mindfulness. Prof Jon Kabat-Zinn states that mindfulness means the gentle effort to be continuously present with experience. In the free encyclopedia (wikipedia), mindfulness is defined as the moment by moment awareness of thoughts, feelings, bodily sensations, and surrounding environment, characterized by acceptance without judgement. It is said that mindfulness focuses the human brain on what is being sensed at each moment. Zinn also believes that mindfulness improves mental health, such as anxiety disorders. It also achieves relaxation and single tasking (doing one thing at a time with full attention). Scientific studies have shown that mindfulness prevents depression, anxiety, and stress.

Methods

In this survey, the writer would like to use questionnaires for all respondents and interviews for some respondents. The respondents consist of 34 students (19 males and 15 females) of Business English study program of 'Politeknik Ubaya' Surabaya and 10 English teachers/lecturers of Politeknik Ubaya Surabaya. The survey was conducted in May and June 2014. In this research, the writer would like to find out the causes of the language anxiety of the students of Business English study program of Politeknik Ubaya Surabaya, and also get some ways/strategies for teachers to reduce/minimize the language anxiety of their students.

Findings

Based on the data collection of the survey, the writer would like to obtain some findings as follows:

- When asked whether the respondents felt nervous if they had to make presentation in front of the class, they replied that more than a half number of respondents (62%) agreed to feel it.
- When asked whether the respondents felt nervous if they had oral examinations (such as speaking examination) in front of the examiner(s), they replied that more than a half number of respondents (76%) agreed to feel it.

- When asked whether the respondents forgot things they prepared because of being so nervous, the replied that more than a half number of them (77%) agreed about it.
- When asked whether the respondents were afraid of making mistakes during oral examinations, they replied that more than a half number of them (65%) agreed about it.
- When asked whether the respondents were afraid if their examiner(s) gave them bad/low scores on their presentation, they replied that more than a half number of them (65%) agreed about it.
- When asked whether the respondents thought that formal classroom environment would make them have anxiety, they replied that more than a half number of them (65%) agreed about it.
- When asked whether the respondents were afraid of making mistakes on their presentation, they replied that a bit more than a half number of them (56%) agreed about it.
- When asked whether the respondents were afraid if the examiner(s) gave them negative evaluation (=low/bad scores) on their oral examinations, they replied that more than a half number of them (78%) agreed about it.
- When asked about the causes of the anxiety on the presentation/oral examination, the respondents replied as follows:
 - More than half of them felt nervous because they could not perform it well (56%) and felt afraid of making mistakes (53%).
 - Some of them felt worried of their speaking English(44%) , felt afraid of having bad evaluation (32%), and were aware of their lack of ability (24%).
- When asked about what the teacher(s)/examiner(s) usually did in order to reduce the language anxiety of the students during the oral examination/presentation, the respondents (teachers/examiners) replied that they used to ask their students to be relaxed (80%), to encourage their students to be able to do well (70%), to speak slowly/calmly (60%), to create relaxed and informal classroom atmosphere (30%) before the oral examination/presentation, the teachers usually asked the students to prepare and practice well (40%), and to take a deep breath (20%).
- When interviewed and asked about what the causes of the anxiety of the students during the oral examination/presentations, the interviewees (students/n=34) replied that they thought they would be nervous if it happened something wrong with their oral examination/presentation (65%), they forgot things when doing it (62%), they could not perform well (62%), they didn't get good grades (56%), they thought their speaking was not good (56%), their pronunciation was not correct (56%), and their parents also educate them that they should be ashamed if they get low marks

Discussion of the Findings

Based on the findings, the writer would like to discuss them. First, the main cause of having the language anxiety of the students of Business English study program of Politeknik Ubaya Surabaya is in what the respondents think. They think their shortcomings, weaknesses, lacks of skills and abilities, and their negative thinking. So, the main source of their language anxiety is actually in their mind - in their own thoughts. First, the respondents (students) think that more than half of them are afraid of making mistakes, forget things of their presentation/oral examination, afraid of having low/bad evaluation, afraid of not performing well, and many of them also think that their abilities/skills especially speaking, pronunciation, grammar, and vocabularies are low/not good, and their performance is embarrassing/not satisfactory. Second, their negative thinking about their own competence makes many of them (80%) have lack of self-confidence. Also, they cannot be relaxed because they think their performance is embarrassing (not good) and having many mistakes. They will feel embarrassed/shameful if they get low/bad scores because many of their parents educate them that they should be ashamed if they get low/bad scores. Third, many respondents (students) realize that they have abilities/skills in presentation/oral examination, but they still have anxiety because more half of them are not well-prepared and practice well. Fourth, it is also necessary to know what the teachers/examiners do in order to reduce/minimize the language anxiety of their students during the presentation/oral examinations. Many of the teacher respondents ask their students to be relaxed, to encourage them to do well, and to speak calmly/slowly, and some of the teacher respondents create relaxed and informal classroom atmosphere, and sometimes ask them to take deep breaths and giving some necessary help if needed. Fifth, the strategies to reduce the language anxiety of the students (respondents) can be done in at least three following ways:

- They need to have positive thinking (optimism) so that they can do their best.
- They need to have a strong sense of self-efficacy to be successful in their presentation/oral examination and to reduce their language anxiety.
- They have to practice and prepare well and to use visual aids if necessary. Visual aids are useful for presentation to enhance their performance and to help increase their confidence.

Conclusion

In this preliminary research, the writer would like to investigate the language anxiety of the students who study English as a second language. Two purposes of this research are finding out the causes of the students' language anxiety and also some strategies used by their teachers to reduce their language anxiety during presentations or oral examinations. Based on the findings of this research, the main source of their language anxiety is actually in their mind. First, the respondents (students) think that more than half of them are afraid of making mistakes, forget things of their presentations/oral examinations, afraid of having low/bad evaluation, afraid of not performing well, and many of them also think their abilities/skills, such as speaking, pronunciation, grammar, and vocabularies are low/not good, and their performance is embarrassing. Second, their negative thinking about their own competence makes many of them (80%) have lack of self confidence. Third, many respondents also realize that they have anxiety because more half of them are not well-prepared and do not practice well. Their teachers/examiners also try to apply some strategies to reduce the students' language anxiety during presentations or oral examinations. Many of the teacher respondents usually ask their students to be relaxed, to encourage them to do well, to speak calmly/slowly, to create relaxed and informal classroom atmosphere during the students' presentations/oral examinations.

Other scientific strategies to reduce the students' anxiety during presentations or oral examinations, teachers have to encourage their students to think positively. Positive thinkers cope better with stress/anxiety. They can focus on the positive because positive thinking makes them be optimistic and have positive/successful results. Teachers also encourage their students to apply the presentation techniques and appropriate visual aids help the students enhance their presentation performance and so they also gain self-confidence on it. They also need to have a strong sense of self-efficacy so that they may succeed in their performance and reduce their language anxiety. The teachers can also train the students to have the habit of mindfulness so they can focus on here and now and do not worry about what negative things will happen in their activity. This awareness helps them focus on each activity now and give full attention to do their best performance.

Suggestions

In this paper, the writer would like to provide some suggestions as follows:

- Further research is suggested to apply the habit of mindfulness, the power of self-efficacy and positive thinking in relation with the efforts to reduce the anxiety of the language students during their presentations or oral examinations.
- The well-known proverb 'Practice makes perfect' is also important to reduce the language anxiety during presentation or oral examinations.
- In modern education, parents and teachers (educators) should appreciate their children's/students' efforts to do their best to help them cultivate their strong sense of self-efficacy so that they can overcome their own anxiety or stress.

Pedagogical implications

Based on the findings, the writer would also like to explain the following pedagogical implication on the language anxiety during the oral examination or presentation.

- To reduce the language anxiety of the students during their presentation/oral examinations, the teachers have to train their students to have habit mindfulness, a strong sense of self-efficacy, and positive thinking/optimism. They also ask the students to prepare and practice well before the oral examination/presentation, to use visual aids for presentation, to be relaxed, to have self-confidence, and to do their best.
- To reduce the language anxiety of the students during their presentation/oral examinations, the students have to unlearn their negative thinking about their wrong belief.
- The right parenting can help their children have positive thinking and self-efficacy so they can do their presentations of oral examinations their best and overcome their own anxiety/stress.

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SOME EFFECTIVE WAYS TO GIVE FEEDBACK TO THE STUDENTS IN THEIR WRITING

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Abstract: An important part of assessment for learning is giving feedback to the students, both to show their current achievement and to indicate what to do next. Effective students feedback in their writing is increasingly recognized as a key to students' writing progress. Giving effective feedback to the students will help them to improve their writing skill. The aim of giving feedback to the students in their writing is to encourage them to write further. Teachers need to pay attention to the most important aspect while giving feedback. While marking mechanically, teachers often only show students' mistakes instead of showing the students how to do better. If the students receive only negative feedback, they may easily be discouraged and frustrated. However, feedback sessions can be a pleasant experience for the students if the teachers show their good points as well. A teacher also needs to consider the amount of showing mistakes. This paper will deal with what to be done by a teacher in giving feedback to the students in their writing. It explores on the purpose for giving feedback, the amount of time available, and the preferred communication style. Some techniques of giving feedback by using a special code for proofreading, and editing students' papers through planning and drafting stages will be introduced. By providing constructive feedback to the students, teachers may encourage students to write more, not the other way around.

Keywords : *The effective ways, giving feedback, students' writing*

Introduction

Giving effective feedback to students' writing is very important because it will motivate students to work. Hattie (1999: 9) in <http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Reviewed> states that the way that students feel about and perceive themselves affects their expectations and consequently their performance. A simple comment on their writing can have a major positive or negative impact on a student's motivation. The most important aspect while giving feedback is adopting a positive attitude to students' writing. While marking mechanically teachers may not realize that they are showing the students only their mistakes or negative points. If the students receive only negative feedback, they may easily be discouraged from trying to form complex structures and using new vocabulary. However, feedback sessions can be a beneficial experience for the students if the teachers show the strong points as well.

Teachers should enable students to reflect on their use of strategies for reading and writing and on their learning. Feedback involves conveying information to learners about where and when to use their knowledge and strategies. Effective feedback can provide a model of how good readers and writers think. Feedback should be honest and specific so that students know how they are doing. An important message for teachers to convey to students is that using effective strategies in their reading and writing is for the sake of their success. This is crucial to build students' meta cognition. It is especially useful to encourage students themselves to suggest what they can do. This is a great way to build their awareness of how they can take control of their own learning.

But in reality most teachers are reluctant to give feedback to the students due to their work load. In the classroom teachers just give comment about how to improve students' writing, then they move on to the next topic rather than give them chance to involve students in feedback process in which teachers need to model effective marking and feedback strategies so that students can train to be effective self and peer-assessors. Teachers rarely give students time in the class to read the comments that are written on their work, and often the comments are the same and brief. Consequently, students rarely read comments, preferring to compare marks with peers as their first reaction and they tend not to take notice on the teachers' comments.

Discussion

The importance of feedback

Giving feedback to the student about their strengths is likely to increase the student's confidence, motivation and enthusiasm for learning and will help them to continue to learn and to further develop their strengths. Wood (2007: 8) describes that the main purpose of giving feedback is to promote some improvement on the student's performance. Further, he defines feedback as the way in which learners become aware of the gap between their current level of knowledge or skill and the desired goal.

Effective feedback enables students to gain insight into the gap between their performance and the desired standard. Without being given feedback the students may not be aware that there exists a gap between their performance and the desired level. Being given feedback on the gap between the student's skills and the desired level can help students to recognize their strengths and weaknesses and to facilitate the improvement of their performance. The aim of giving feedback is to help the students narrow the gap between their actual performance and the desired performance by illuminating their strengths and areas for improvement.

Students need to be given feedback about their weaknesses and areas for improvement. The students may not know that they are not achieving the required level and without this feedback will not be able to take the actions necessary to improve. Being given feedback will enable students to focus on these areas and to take actions to develop their skills so that they can perform at the required level. Some students have difficulties reaching the required level. Giving regular feedback and developing action plans to develop the student's skills and knowledge can ensure that the students are appropriately supported and that a fair process of assessment is carried out. Thus, giving students regular feedback will help them to develop their skills of self assessment so that they can recognize their own strengths and weaknesses and can know the room for betterment.

The characteristics of positive feedback

Some characteristics of effective feedback according to Bergquist, and Arid Phillips (1975) are first, it is descriptive rather than evaluative. It is important to focus on what the individual did rather than to translate behavior into what he or she is.

Second, it is specific rather than general. Saying you don't know how to organize an essay is not effective. You should say, for example, "You need to write an introduction, body paragraphs, and a conclusion. Your essay also needs a clear thesis."

Third, it is directed toward behavior that the receiver can do something about. Frustration can emerge when a person is reminded of some shortcoming over which he has no control.

Fourth, it is well-timed. In general, feedback is most useful at its earliest opportunity after the given behavior (depending on the person's readiness to hear it, support available from others, etc.). The reception and use of feedback involves many possible emotional reactions. Excellent feedback presented at an "inappropriate time" may do more harm than good.

Fifth, it involves the amount of information the receiver can use rather than the amount we would like to give. To overload people with feedback is to reduce the possibility that they may be able to use effectively what they receive.

Sixth, it involves sharing of information rather than giving advice. When teachers give advice they tell them what to do, and to some degree take away their freedom to decide for themselves.

Seventh, it is solicited rather than imposed. Feedback is most useful when receivers themselves have formulated the kinds of questions that those observing them can answer or when they actively seek feedback.

Eighth, it takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our needs and fails to consider the needs of the person on the receiving end. It should be given to help, not to hurt.

Ninth, it concerns what is said and done and does not ask "why?". The "why" takes us from the observable to the inferred and involves assumptions regarding motive or intent. It is dangerous to assume that we know why a person says or does something, or what he or she really means or is really trying to accomplish.

Tenth, it is checked to insure clear communication. One way to do this is to have the receiver try to paraphrase the feedback he or she has received to see if it corresponds to what the sender has in mind.

Eleventh, it is checked to determine degree of agreement from others. When feedback is given in the presence of other people, both the giver and the receiver have an opportunity to check with others in the group about the accuracy of the feedback. This validation is of value to both the sender and the receiver.

Twelveth, it is followed by attention to the consequences of the feedback. People who are giving feedback may greatly improve their helping skills by becoming acutely aware of the effects of their feedback. They can also be of continuing help to the recipient of the feedback.

Thirteenth, it is an important step toward authenticity. Constructive feedback contributes to a relationship that is built on trust, honesty, and genuine concern. Such a relationship can open the door to personal learning and growth.

Some ways of giving feedback to students' writing

There are some ways of giving feedback to students' writing adapted from Zeliha Gulcat and Oya Ozagac (2004 :3). They are first, distinguishing between serious and minor errors may be a good guide in choosing what to correct.

Second, teachers should prioritize what they are correcting and grading. Do not focus only on grammar because students start to think that grammar is the only thing that counts in writing. Most teachers react

primarily to surface errors, treating the composition as if it is a series of separate sentences or even clauses, rather than as a whole unit of discourse (Zamel, 1985: p.86).

Third, it is a good idea to distinguish between writers who have tried and who have not. Presentation, obvious spelling, punctuation, and capitalization mistakes may be there because the student did not bother to edit and proofread her own paper. Ask the student to edit it before you check the assignment.

Fourth, lower level learners particularly will have trouble with finding the appropriate word and they need more modeling. Provide correct vocabulary choices. Most of the time word choice is idiomatic or conventionally agreed upon and it is difficult for the learners to come up with the correct or appropriate word even if they consult the dictionary.

Fifth, in correcting prepositions, it is a good idea to provide the correct preposition if it is introduced the first time. For recurrent errors, indicating wrong preposition use and expecting the learners to self-correct would be a good idea.

Sixth, teachers should use consistent and standardized methods to indicate the students' type and place of errors. Correction legends, lists of symbols often prove useful if the teacher first trains her students on their meaning and what is expected from the students when a certain symbol is used.

Seventh, written comments on content should be consistent. Teachers must use a set of clear and direct comments and questions, and also should familiarize students with these comments. These comments must address the strategies required to improve the essay and not just indicate what the teacher found lacking or interesting. It has been reported that without training, students just tend to ignore written comments on their essays.

Eighth, another thing that has to be kept in mind in teaching beginning level students is that, because the students are struggling with both linguistic structure and writing conventions, the teacher has to stress different things at different times. When the learners are making so many mistakes, it may be futile for the teacher to try to correct every error on the paper; it will be a waste of both time and effort for the teacher and very discouraging and unmanageable for the student. Sometimes the teacher should wait for the students to reach some fluency, then stress correctness.

Ninth, students who receive feedback and self-correct their mistakes during revision are more likely to develop their linguistic competence than those who receive no feedback and those who are not asked to rewrite their work. Therefore, revision in the form of rewriting is a must if we want any improvement.

Tenth, conferencing is a particularly useful technique to show the learners the errors in their papers. Students can directly ask the teacher questions on the issues they have trouble with. At the same time the teacher may check the students' meaning and understanding.

Conclusion

Giving feedback is very important to the students writing because it is the single most powerful influence on the students' achievement. Teachers seem to make comments and corrections on the final version of the students' paper that make them exhausted and cause the students to be discouraged. To make the feedback interesting, teachers can do some ways in giving feedback by giving feedback throughout the process of writing. That is, while the student is planning and organizing his ideas, the teacher can comment on the unity and coherence of ideas. Or, while the student is writing his draft, the teacher can proofread for word-order, subject-verb agreement, and spelling mistakes. This gradual checking can minimize the exhaustive red marks on the students' work. Another advantage of such correction is that the student sees these comments when the writing experience is still fresh in his mind. By giving the right feedback a teacher can enhance the students to write further.

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A MEASURE OF ATTITUDE TOWARD PEER ASSESSMENT: RELIABILITY AND VALIDITY

Venny Karolina

Abstract: Peer assessment is a kind of assessment that involves students in assessment activity. This research aims to investigate reliability and validity of a measure of attitude toward peer assessment which consists of three sub constructs: giving feedback, receiving feedback and peer learning. The research used cross-sectional survey to 72 undergraduate students of Tanjungpura University. The researcher adopted 5-option Likert Scaling. The items of measure were derived from people's opinion toward peer assessment and the definition of peer assessment from literature. The data was analysed with SPSS program by using Cronbach's Alpha. The findings are that both the 'giving feedback' and 'peer learning' scales have low reliability and validity. Meanwhile, the 'receiving feedback' scale has good reliability and high construct validity. However, due to the low response rate, the researcher cannot make assertions of reliability and validity of the scale. Further analysis with large number of respondents and cognitive interviewing is needed for future research. This scale will be beneficial for teachers, educational researchers and academic staff to investigating students' attitude toward peer assessment.

Introduction

This paper reports a research of attitude toward peer assessment scale. Wen and Tsai (2006) had initially developed a scale of attitude toward peer assessment focusing on peer learning activities of peer assessment. Meanwhile, according to Falchikov (2001), peer assessment consists of two parts: peer learning and peer feedback. It means that there is lack of attitude toward peer assessment scale which contains both attitude toward peer learning and attitude toward peer feedback. To fill the gap, therefore, the writer developed a scale of attitude toward peer assessment which consists of the measurement of attitude toward peer learning, attitude toward giving peer feedback and attitude toward receiving peer feedback. The purpose of this study is to investigate the reliability and validity of that scale.

The development of the scale

Falchikov argues that peer assessment consists of two parts: peer learning and peer feedback (2001). Peer learning is an interaction between students that can result in the improvement of students' cognitive skills or students' knowledge (Falchikov, 2001). In other words, peer learning involves activities in which students learn from and with their peers.

Meanwhile, peer feedback is students' criticism of performance of other students (Falchikov, 2001). Peer feedback are commonly contaminated by lack of confidence in giving grade to peers (Sullivan, 1999, as cited in Wen & Tsai, 2006) and by students' relationship to their peers, such as friendship (Topping, 2009). In the peer learning, students transfer knowledge among their peers (Topping, 2009). This will eventually enhance student learning (Falchikov, 2001). Wen and Tsai (2006) further explore that in peer learning activities, students experience being responsible to assess their peer works. Having explored what peer assessment and its components, the writer illustrated their relationship with the following concept mapping.



Figure 1. Concept mapping of peer assessment

The researcher, then, developed sub constructs of attitude toward peer assessment: attitude toward giving feedback, receiving feedback and attitude toward peer learning. Finally, the researcher generated indicators representing students' confidence, social relationship, transfer of learning and responsibility when peer learning takes place in peer assessment activity. Detailed Indicators of measuring attitude toward peer assessment can be seen in Appendix.

Methodology

This survey research belongs to cross-sectional survey design. The researcher adopted 5-option Likert Scaling survey. The items of the scale were derived from definition of peer assessment. Also, the researcher compiled people's opinion about peer assessment by asking them to generate a sentence about what they think of peer assessment. The comments are then classified and compared with the definition of peer assessment from literature. The respondents of this study are 72 undergraduate students of Tanjungpura University. However, the valid data taken is not approaching 72 because some respondents chose 'don't know' option which was excluded in analysis. SPSS program is used to analyse the data; in details, Cronbach's Alpha is used to assess the internal consistency a set of items and factor analysis is used to get evidence of the construct validity of this scale.

Results and Discussions

Reliability

1. Reliability analysis of the "giving feedback" scale

Table 1 Item Analysis of "the Giving Feedback" Scale

Statistics for Scale	<u>N</u>	<u>Mean</u>	<u>Variance</u>	<u>SD</u>
	5	12.83	4.73	2.17
	Scale Mean If Item <u>Deleted</u>	Scale Variance If Item <u>Deleted</u>	Corrected Item-Total <u>Correlation</u>	Cronbach's Alpha If Item <u>Deleted</u>
Item 1. I can assess fairly.	10.05	2.99	.47	.68
Item 2. I am competent to give feedback to peers.	10.00	3.52	.48	.67
Item 3. I am competent to grade my peers' works.	10.11	3.28	.74	.60
Item 4. I feel comfortable to assess peers.	10.61	3.07	.43	.70
Item 5. I feel comfortable to assess my close friends.	10.55	3.32	.39	.71
Cronbach's Alpha	.72			

Table 1 shows that the Cronbach's Alpha for the complete scale of attitude toward giving feedback (5 items) is 0.72. This means that this five-item scale has acceptable reliability (George & Mallery, 2003).

2. Reliability analysis of the "receiving feedback" scale

Table 2 Item Analysis of "Receiving Feedback" Scale

Statistics for scale	<u>N</u>	<u>Mean</u>	<u>Variance</u>	<u>SD</u>
	5	14.22	8.02	2.83
	Scale Mean if Item <u>Deleted</u>	Scale Variance if Item <u>Deleted</u>	Corrected Item-Total <u>Correlation</u>	Cronbach's Alpha if Item <u>Deleted</u>
Item 6. Peers can assess me fairly.	11.55	5.56	.82	.82
Item 7. I accept feedback from peers.	11.03	5.26	.73	.84
Item 8. I accept grade from peers.	11.18	5.08	.69	.85
Item 9. I feel comfortable to be assessed by peers.	11.48	5.18	.80	.82
Item 10. I feel comfortable to be assessed by close friends.	11.62	5.39	.53	.89
Cronbach's Alpha	.87			

Table 2 displays that the Cronbach's Alpha of the scale of attitude toward receiving feedback is 0.87. This result shows that this five-item scale has good reliability (George & Mallery, 2003). The variance of Cronbach's Alpha if items deleted is low; meaning, this set of items consistent to reflect the single construct of 'receiving feedback'.

3. Reliability analysis of the “peer learning” scale

Table 3 Item Analysis of “Peer Learning” Scale

Statistics for Scale	<u>N</u> 3	<u>Mean</u> 8.69	<u>Variance</u> 2.90	<u>SD</u> 1.70
	Scale Mean if Item <u>Deleted</u>	Scale Variance if Item <u>Deleted</u>	Corrected Item-Total <u>Correlation</u>	Cronbach's Alpha if Item <u>Deleted</u>
Item 11. I think Peer Assessment (PA) activities can enhance student learning.	6.09	1.27	.55	.72
Item 12. I think PA activities facilitate students to share information.	5.69	1.48	.68	.56
Item 13. I think PA activities improve students' sense of responsibility.	5.60	1.59	.53	.72
Cronbach's Alpha	.75			

Table 3 shows that the Cronbach's Alpha for the complete scale of attitude toward receiving feedback (5 items) is 0.75. This scale has acceptable reliability (George & Mallery, 2003).

Validity

1. Factor Analysis of the “giving feedback” scale

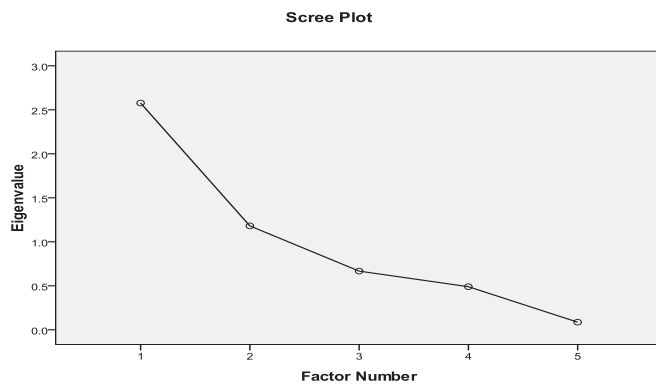


Table 4 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.492
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Figure 2. Scree plot for the ‘giving feedback’

The KMO statistic of ‘giving feedback’ scale has low value of 0.49 (see Table 4). It is in line with its low reliability value, 0.72. Figure 2 shows that the scale may have more than one factor as there is no dominant Eigenvalue on the Scree Plot; the factors with highest Eigenvalues of 2.57 and 1.18 are not significantly different and so are the rest factors with Eigenvalues of 0.66 and 0.49. Meaning, these five items are not correlated to support one factor of latent variable of ‘giving feedback’. In other words, this five-item scale shows low evidence of construct validity.

2. Factor Analysis of the “receiving feedback” scale

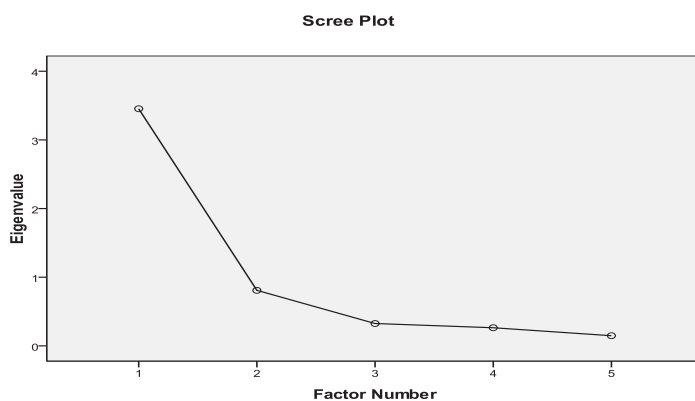


Table 5 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.758
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Figure 3. Scree plot for the ‘receiving feedback’

Table 5 shows that the KMO of this scale is 0.75. This value is high which means that the scale items support one latent factor of 'receiving feedback'. Scree Plot in figure 3 shows the other validity evidence; there is a single dominant factor with strong Eigenvalue of 3.45 while the remaining potential factors are less than 1. So, five items of this scale contribute a single factor, the latent variable of 'receiving feedback'.

3. Factor Analysis of the "peer learning" scale

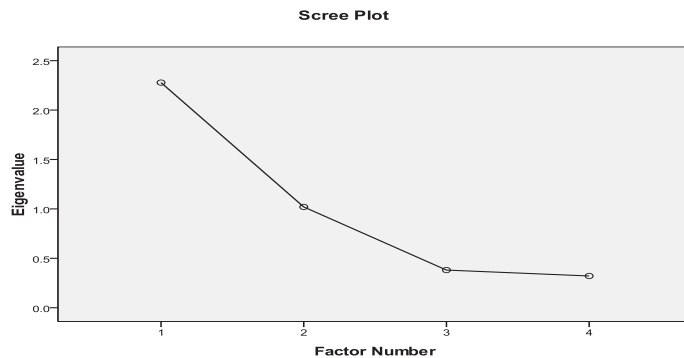


Table 6 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.635
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Figure 4. Scree plot for the 'peer learning'

The KMO statistic of this scale has a low value of 0.63 (see Table 6); this reflects to more than one factor. Similarly, the Scree plot in Figure 4 shows that there are two factors dominant in this scale: one factor with the Eigenvalue of 2.22 and the other with 1.02. This statistical analysis shows that this three-item scale may have two factors indicating that the items do not support one factor of 'peer learning'; in other words, the items do not contain valid items to measure the latent variable of 'peer learning'.

Conclusion

The reliability and validity of the scale of 'giving feedback' and 'peer learning' are low. The scale of 'receiving feedback' has good reliability and high validity. However, the researcher cannot make the assertion of the scale's reliability and validity because of either low response rate or difficulty of respondents interpreting questions. Thus, it is essential to conduct further research with high response rate as well as cognitive interviewing as useful additional analysis to know further respondents' interpretation of the items.

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Appendix

Survey of Attitude toward Peer Assessment

The purpose of this survey is to investigate the attitude toward peer assessment. Peer Assessment (PA) is a kind of assessment in which students give feedback and grade their peers' works.

Part 1

Please tick the box which you feel is the most appropriate in describing you as a peer assessor in peer assessment.	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
1. I can assess fairly.	v	v	v	v	v
2. I am competent to give feedback to peers.	v	v	v	v	v
3. I am competent to grade my peers' works.	v	v	v	v	v
4. I feel comfortable to assess peers.	v	v	v	v	v
5. I feel comfortable to assess my close friends.	v	v	v	v	v

Part 2

Please tick the box which you feel is the most appropriate in describing you as an assessee (being assessed by others) in peer assessment.	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
6. Peers can assess me fairly.	v	v	v	v	v
7. I accept feedback from peers.	v	v	v	v	v
8. I accept grade from peers.	v	v	v	v	v
9. I feel comfortable to be assessed by peers.	v	v	v	v	v
10. I feel comfortable to be assessed by my close friends.	v	v	v	v	v

Part 3

Please tick the box which you feel is the most appropriate in describing you	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
11. I think Peer Assessment (PA) activities can enhance student learning.	v	v	v	v	v
12. I think PA activities facilitate students to share information.	v	v	v	v	v

Thank you for your participation.

LEVELED-INTEGRATED ENGLISH LEARNING AT LTC UMY

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Introduction

There are thousands reasons, of course, to learn especially learning foreign language, from only interest or curiosity to obligation for job or school. However, at least there are four reasons why it is important to learn English (www.esoe.co.uk). First because English is the international lingua franca and spoken in the daily life by more 2 billion people in over 75 countries (ww.britishcouncil.org). Next, it is the language in the global workforce and cross-border business communication. Then, as English is the language of top movies, books and music, people will have great access to entertainment and cultural understanding. The last, English is the language of technology and around 50% internet content is appeared in English.

Besides those general reasons, Universitas Muhammadiyah Yogyakarta (UMY) also concerns the high demand of English since UMY has vision as the world class and international university. Therefore, English is a must for the UMY's students and other academia. Language Training Center Universitas Muhammadiyah Yogyakarta (LTC UMY) is one of the supporting units whose responsibility is to develop the language teaching learning to support the university policies. In line with LTC UMY vision to become modern, competitive, professional based on the Islamic values, the management creates and always improves the programs used for the language learning. In the present time, it develops programs to meet the need of the university and the global market namely Integrated English Learning.

Previous English Program

The university support on the English teaching and learning are remarkable. It is already in the planning since the university was established. The supports are in the form of the policies and place designed especially for language center with language laboratories, small classes and administrative staffs. It occupied the fourth floor of D building. Now, it has 14 classes, two language laboratories, self access center with mini library and multimedia facilities as well as a mini theatre to do performances. Each semester LTC UMY serves around nine thousand students alone. There are also products such as language course, translation, test and language consultant and reviewer. The language taught here are English, Arabic, Mandarin and Japanese.

This previous English Program was initiated in 2004 to answer the demand to give the students competitive advantage and excellence when they graduate from UMY. English is considered as very important for the students as support to enter the workforce. Therefore, the university set the English cut score to monitor the students' improvement. To gain the target, LTC UMY then designed program to prepare the students to acquire the language. The program was conducted in six semesters. It is more on the skill base and it is not integrated. There are different focuses on the odd and even semester. The odd semesters focus on the reading and writing skill and the even semester focuses on the listening and speaking. At the end of the program, the students spent one semester to learn about English Proficiency Test like TOEIC and TOEFL to prepare them to be familiar with the test. This last semester is also as the way to measure their competencies using EPT test score.

When this program is developed and completed in 2010, there are some problems aroused. The evaluation soon was made. It is later found out that the program is no longer suitable to be implemented because the program is the result of ongoing planning. There is no certain theoretical base to build the program. It is more based on the experience; therefore it may be called as the common sense basis. There are complaints from the students that the materials are not suitable with their level and needs. The teachers also had problems in teaching because it is multilevel class so the heterogeneity is high. This situation made the teachers difficult to focus the attention.

Another problem is on the standardization of the score. There is no placement test for this program, so there is no information about the students' level of competency. Without considering the students' starting point, there is an obligation that the students should gain a certain cutting score of an English Proficiency Test. Many students fail to meet the cutting score and the university was questioning about this matter. More problems aroused when there is demand of standardization both in the national scope (KKNI) and international one. The evaluation of the students' competency should meet the national and international standard. Considering the matters, LTC UMY develop a new program that gives solution to those problems above.

Leveled-Integrated English Learning

The very basic theories used to develop this program are the theories proposed by Vygotsky and Krashen. Vygotsky proposed the principle of the Zone of Proximal Development (ZPD). There are two levels in

the language learning namely ‘the level of actual development’ where the learners can solve the problems in learning themselves meaning that they already acquire the knowledge and ‘the level of potential development’ where the learners can acquire the knowledge but there must be a help. The process of acquiring the new knowledge will take place especially when there is an interaction either with their peer or with adult or more competent speaker. According to Vigotsky, it is what is called as the Zone of Proximal Development (ZPD).

The domain where learning can most productively take place is christened the Zone of Proximal Development, that is the domain of knowledge or skill where the learners is not yet capable of independent functioning, but can achieve the desired outcome given relevant scaffolded help. (Mitchel and Miles, 2004:195-6)

Most learners will use the language within this ZPD, the area which they have already known some knowledge but there is still any potential to learn more when they are exposed to the new one. Because of the characteristics, such as the desire to have communication and the limitation of the ability, the learners will produce a specific language.

In the language learning, it is very important to give lesson a level higher than the learners’ immediate level to motivate them to acquire the knowledge a level higher. This is in line with the theory proposed by Krashen with the principle of $i+1$. According to Krashen the knowledge input should be comprehensible and a level higher than the learners’ competence. Hence, knowing the learners’ competence level is very important to set a language program and to design the suitable material for the learners. One way to know the competence level is conducting the English proficiency test. There is a wide range of EPT, for example TOEIC, TOEFL, IELTS, etc.

Leveled-Integrated English Learning is the leveled English Language classes organized by language level of learners. So, the classes are ordered and sequences. To know the learners’ level, there must be pre-entry testing or placement test. Using the score of this test, it will be easy to grading the learners using the established level and then place the learners in appropriate level. As a result, the teaching and learning are designed according to level. This program uses integrated method to conduct the teaching learning process. There are integration of the four skills, listening, reading, speaking, and writing. The four skills are taught altogether and simultaneously.

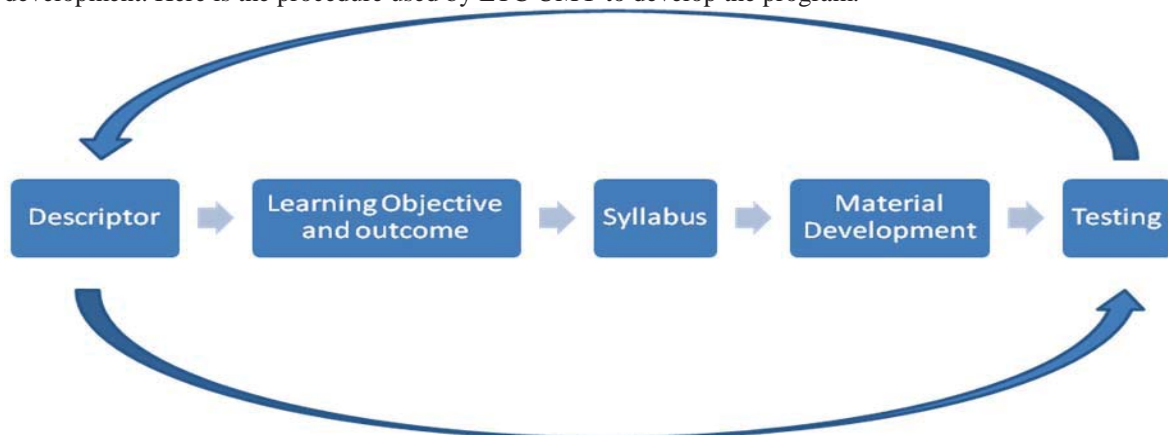
The basis to develop the level is the Common European Framework of References for languages (CEFR). The chart below shows the leveling in the CEFR and the equivalence with the different English Proficiency Test and the time needed to master one level to another. By using this chart, the process of measuring, evaluation and assessment is valid and accountable. Thus, the program is eligible and easy to be understood by the learners and the stakeholders who want to use the program.

CEFR	CEFR	TOEFL PBT	TOEIC	TIME NEEDED
PROFICIENT	C2 Mastery	590-677	785-990	400 hours (8 levels)
	C1 Effective Operational Proficiency	550-587	655-780	200 hours (4 levels)
INDEPENDENT	B2 Vantage	477-547	505-650	200 hours (4 levels)
	B1 Threshold	437-473	405-500	200 hours (4 levels)
BASIC	A2 Waystage	397-433	255-400	100 hours (2 levels)
	A1 Breakthrough	310-393	0-250	100 hours (2 levels)

Table 1. Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

The chart of the CEFR is also useful as the guideline to develop the curriculum, syllabus and material development. Here is the procedure used by LTC UMY to develop the program.



The descriptor from CEFR is used as the learning objective and outcome. This general outcome is categorized into several chunks of language function described more fully in the syllabus. The material development is derived from the syllabus that put the language chunks into material or lessons. Thus, it is more practical one. All of the process before is as the bases to make the testing. It is intended that the testing really measure what should be tested and it is valid and reliable. The process above is reiterative and in the cyclic process. Each part of the phase will interrelated to each other.

The Leveling Process

One of the challenges in this program is in the process to put the students into level. It is also related to the monitoring of the students' progress as well as the assessment and the evaluation. There are many choices of which EPT is suitable for the process of leveling. It will be remarkable if the institution has its own testing system which is valid and reliable. Any consideration on the testing, the result later should be in line with the English standardization in the world so that other parties will understand the result. When a student brings the

certificates containing his or her competence in English, the one published by our institution is eligible enough so the other party can understand the meaning of scores, level, or descriptors written there.

For LTC UMY, since we are just developing our program, there are a lot of things that we have to prepare. For example, preparing the curriculum, syllabus and material development is one thing and the works to be done here is abundant. It is a labor to develop the program and need strong commitment from all member of the institution. In fact, the curriculum, syllabus, material and testing are the things that should be ready to run the program. Therefore, thinks first thing is needed. We need to make priority scale. We choose to develop the curriculum, syllabus and material development and think the testing later because there is a lot of choice of the EPT that is ready to use, one of them is the TOEIC test.

There are some considerations to choose the EPT to be used for the leveling. First of all, the practicality of the test should be high. Choose the test which is paper base test and do not require language laboratory, a multimedia classroom will be fine. For that reason, the test can be conducted for many students in one time. For the institution with many students like our institution, it really helps.

Next, the test is still valid and applicable, which a lot of parties use it as the standard. The result of the test will be easy to understand. Because it is needed, there will be a lot of prediction test and book sources available in the market. This makes us easier to learn about the test or use the test prediction for our students practice.

Another consideration is that the test should really demonstrate the students' ability and performance in English. The authenticity of the test is important. The content of the test really reflect the need of the test takers in the real world. When the test takers do the test, at the same time they practice using the language because the language in the test is the language used for communication in the daily bases.

As the test later is the artifact to report to the students and the stakeholders, it should have the function of delivering progress. Using the report, any party will understand about the progress of the learners' competency. As the case in LTC UMY, here are the examples of the test result that show the students' progress.

Score	Test 1 (Pretest)			Test 2 (Post Test Per.1)			Test 3 (Post Test Per.2)			Test 4 (Post Test Per.3)		
	Jml	%	Total %	Jml	%	Total %	Jml	%	Total %	Jml	%	Total %
851-950	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
751-850	0	0.00%	0.00%	1	2.00%	2.00%	2	4.00%	4.00%	0	0.00%	0.00%
651-750	0	0.00%	0.00%	1	2.00%	4.00%	0	0.00%	4.00%	1	2.00%	2.00%
551-650	0	0.00%	0.00%	2	4.00%	8.00%	3	6.00%	10.00%	1	2.00%	4.00%
451-550	7	14.00%	14.00%	4	8.00%	16.00%	2	4.00%	14.00%	0	0.00%	4.00%
351-450	10	20.00%	34.00%	12	24.00%	40.00%	13	26.00%	40.00%	3	6.00%	10.00%
251-350	17	34.00%	68.00%	15	30.00%	70.00%	9	18.00%	58.00%	13	26.00%	36.00%
151-250	10	20.00%	88.00%	6	12.00%	82.00%	5	10.00%	68.00%	12	24.00%	60.00%
1-150	0	0.00%	100.00%	1	2.00%	84.00%	0	0.00%	68.00%	0	0.00%	60.00%
0	6	12.00%	100.00%	8	16.00%	100.00%	16	32.00%	100.00%	20	40.00%	100.00%
	50			50			50			50		

It is also the case that the paper base test is not enough to measure the students' competence. The follow up test will put them in their real level. Thus, it can be used to validate the paper base test result. It is very important that the student should be put in their real level because putting them in the wrong level will influence the process of the teaching learning later. Hence, it is important to choose the test which has also the speaking and writing section.

In the practice, LTC UMY compiled and adjust the speaking and writing test available at the propel Workshop for the TOEIC Speaking and Writing to be used as the next step to validate the result of the paper base test. This manual is also very handy and useful as the source for our teachers to design materials and activities in the classroom. Except ideas for teaching, the best part of this manual is it provides the rubrics to assess the writing and speaking. So, the result of the speaking and writing test is standardized and the gap of assessing the students' competence among the teachers can be solved. In the meanwhile, the teachers also learn a lot about assessment. To match with our needs, we make a necessary adjustment on the preface of the test.

Conclusion

It is undeniable that the need to be able to communicate in English is paramount. There are a lot of opportunities related to the English competency. The awareness is not only in the individual level, but the institution also put it in their strategic planning to be the leader and win the market in the future. LTC UMY as one of the supporting unit at UMY to undergo and put the plan into practices to support the university to realize the challenge.

To answer the challenge, LTC UMY dare to take the action to develop program that really have the theoretical bases so that it can be measured and accountable. The application of the program hopefully can benefit the students too because they can learn smoothly. Their learning will also become meaningful learning that may lead them to acquire the language at ease and may become the trigger to learn more. For the stakeholders, LTC UMY can provide the reliable report that use notable standard so it is eligible to anybody who concerns.

This program will also need the cooperation with the test providers, International Test center (ITC) for example. As it is one of the challenges that institution has not been able yet to provide the valid and reliable test that match with the international standard. The education institution hand in hand with the test provider can become the agent of change in education. Therefore it is the responsibility of all parties to support the success of students and the development of education in Indonesia. Wherever and whoever we are, we are part of the education system and it is our responsibility to make the education develop for the increasing quality of life.

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IMPLEMENTATION OF SCHOOL-BASED CURRICULUM AT PUBLIC SENIOR HIGH SCHOOLS IN BANYU ASIN DISTRICT OF SOUTH SUMATRA PROVINCE

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Abstract: This study aims to determine the Implementation of the School-Based Curriculum (SBC) of Public Senior High Schools in Banyuasin District. The problem of the study refers to the phenomena that many teachers are not really well-informed on the SBC that results in their confusion. Another teachers' problem is concerned with their learning set such as lesson plan, syllabus, learning materials, etc. This is a qualitative study. The data were gathered using interview guide triangulated with the data derived from observation and relevant documents. The result of the study shows that the SBC has been implemented by the schools. However, the schools face some constraints resulting from the human resource, insufficient facilities and infrastructures for supporting teaching and learning process, and lack of funding for school routine operation. The following suggestions need to be considered: raising teachers' awareness about the advantages of applying SBC, build students' interest in learning and developing their potential and equipping enough facilities and infrastructures for the sake of teaching and learning process improvement of the schools.

Keywords: *School-Based Curriculum, Senior High Schools, Curriculum Development*

Introduction

As we know the School-Based Curriculum (SBC) is a kind of spirit of school autonomy granted by the government for education practitioners to design a curriculum according to the needs and capacity of the schools. The implementation of the SBC at schools is in accordance with the Government Regulation imposed by the 2003 National Education System. Chapter IX of the Education Standards Article 36 states that the development of the curriculum is conducted with reference to the national standards of education to achieve national education goals consisting of content standards, processes, competence of graduates, staff, facilities and infrastructures, management, financing, and evaluation of education that have to be planned and improved periodically.

SBC success depends on how its implementation conducted at schools. In other words, in practice a curriculum becomes potential and effective when it is actually implemented in actual classroom (Mulyasa, 2008:3).

In the SBC implementation school principals and teachers need to be independent in assessing and understanding the national education standards. In particular, teachers are required to improve their teaching competency such as developing their syllabus, lesson plan, and teaching and learning materials. In addition, teachers should be able to explore potential, talents and interests of their learners so that they can search for and find the meaning of what is learned. Teachers have various roles such as, among other things, a motivator, a manager, a mediator, a facilitator of learning, etc.

In Banyuasin District, the SBC has been implemented as it has in other districts. One of the activities of SBC implementation is providing training and or workshop for school teachers and principals based on the planned schedule. This activity make all education personnels understand and able to implement the SBC correctly in their schools. However, there are still some problems existing such as not all education personnels get the training because the activity is conducted periodically.

SBC is the operational curriculum prepared and implemented by every school. It is developed based on the content standards and competency standards. The SBC development follows some principles such as focusing on the needs, requirements, interests of the learners, and the environment and environment. Learners are in the central position, i.e. learning activities are centered on them. Their competence is developed in order for them to be man of faith and fear of God Almighty, noble, healthy, knowledgeable, skillful, creative, independent and become democratic and accountable citizens. In other words, the learner competency is developed by adapting the teaching and learning process to the needs, requirements, and interests of learners and the demands of the environment.

In addition, it is important to take into account the diversity of characteristics of learners, local conditions, levels and types of education, as well as respect and not discriminate against religion, race, culture, customs, socio-economic status, and gender. SBC includes obligatory components of the curriculum, local content, and self-development in an integrated manner. What is more, SBC has to be responsive to the

development of science, technology and art, relevant to the needs of life, comprehensive and continuous, lifelong learning, and balance between national interests and regional interests.

SBC has components of the purpose of education level, the structure and content of the curriculum such as subjects, local content, self-development, learning loads, mastery learning criteria, etc., calendar academic, syllabus, lesson plans, and Competency Standard and Basic Competency of Local Content.

The SBC is implemented based on Regulation No 20 of 2003 on National Education System, Government Regulation No. 19 of 2005 on Education National Standard, Regulation of Minister of National Education No.23 of 2006 on Graduate Competency Standard, Regulation of Minister of National Education No.22 of 2006 on Content Standard, Regulation of Minister of National Education No.24 of 2006 on the Implementation of the Regulations Nos. 22 and 23 of 2006.

Methods

This is a qualitative study and the data were collected by interviewing selected informants. They were teachers and principals of public senior high schools in Banyu Asin District of South Sumatra Province. To deepen the results of this study, a triangulation approach was used by using field observation and documentation, particularly the syllabuses and lesson plans. The data were analyzed using the following stages, namely data reduction, data display, summary, and verification

Results and Discussion

The SBC is very supportive in the potential development of the schools in a way that a school is tailored to its situation and condition of the area where it is located. Based on the results of the interviews with the teachers and principals, their curriculum is developed according to the principle that students are central, they are expected to develop their competency based on their needs, interests, potential, and environmental demand. However, there are some obstacles such as teachers' motivation and students' interests which need to be built in order to go hand in hand with the SBC the schools develop. Other factors such as facilities and infrastructures have to be taken into consideration as well for achieving better implementation of SBC.

Teachers and principals state that the SBC is good, especially for the development of the school autonomy. In that way, teachers are more creative and develop their teaching and learning programs effectively. Some teachers mentioned that the SBC is very beneficial for schools, teachers, and students in discovering innovation and potential development of the students in accordance with the conditions of the area where a school is located.

Concerning the training and workshop for SBC implementation, principals and teachers perceive that the training and the workshop are very useful since they provide information on how to prepare the syllabus and lesson plans focusing on potentials, development, needs, and interests of the students.

In addition, the schools received guide books about the materials for technical guidance that they could use. As we know, the SBC refers to two main standards, that is Content Standards and Graduate Competency Standards. The target to be achieved by the schools is that a school is different from each other and its students have creativity that can compete in the world so that the Indonesia education will be better.

The teachers responded positively to the SBC implementation policy. It is implemented properly and executed according to the way how the SBC is supposed to implement. Besides, the schools and teachers really support the SBC viewed from the programs they planned and conducted in their schools.

Though the SBC has been implemented as it is, the results are considered not maximum. It is fair enough because there are no two schools the same. The SBC gives schools autonomy to develop themselves based on their capacity.

By definition, implementation refers the process of applying ideas, concepts, policies, or innovation in a practical action to make an effect, either in the form of changes in knowledge, skills, values and attitudes. Therefore, SBC can be defined as a process of applying ideas, concepts, policies and curriculum in a learning activity so that students master a set of specific competencies as a result of interaction with the environment (Mulyasa, 2008:178). In other words, the actualization of a curriculum is in the form learning. Thus, the implementation of the curriculum is the operationalization of the curriculum concept in the form of actual learning activities. In addition, the lesson plan that a teacher prepares is similar to how a teacher translates the curriculum and syllabus into his/her written plan applied in the classroom.

There are at least two supporting factors that may affect the implementation of the SBC. One refers to the school principal and the other one refers to teachers. And teachers are a decisive factor due to the fact that the successful implementation of the SBC at schools is determined by how well a teacher performs his/her teaching in the classrooms. If teachers do not understand the SBC and perform the teaching tasks badly, without doubt the results of the teaching will not be satisfactory. In other words, the implementation of the SBC in the school does not run well. Therefore, an understanding of the SBC is necessary in order that the implementation

of SBC runs well. Having qualified teachers who are able to implement the SBC can improve the quality of education and produce quality human resources both teachers and students.

In practice, the SBC implementation in public senior high schools in Banyu Asin District meet some difficulties such as the SBC development in schools is not maximal since there are still some teachers getting confused about how to use the SBC. Some of them mentioned that they still need time to really master the SBC. Not all teachers in the area have attended a training or workshop on the SBC. However, most schools agree that the existence of SBC is considered better than the previous one because SBC is applicable at any school in accordance with the school condition and capacity.

Conclusion and Suggestions

SBC has already been implemented at schools in Banyu Asin District. But the human resource is the one that hampers the successful implementation of SBC. Teachers' and students' interests need to be built and developed in line with what the SBC is supposed to be conducted. In addition, the educational infrastructures and facilities still need to be improved in order to achieve a better SBC implementation.

For the successful implementation of the SBC, there must be some kind of cooperation between teachers and principals to support the implementation of SBC to be more effective and efficient. All school community-teachers, students, school committee-works together.

School principals and teachers can be more creative by developing their curriculum and learning programs to discover and develop the innovation potential of their students in accordance with the conditions of the area. The improved infrastructures and facilities are also needed to support the teaching and learning activities.

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INTERNALLY DRIVEN PROGRAM EVALUATION RESEARCH IN ENHANCING CURRICULUM DEVELOPMENT IN TEACHING GRAMMAR

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Abstract: This paper reports qualitative program evaluation research (2012, 2013) and its implication (2013, 2014) on the curriculum development of the study program of English. Based on theory and purposive sampling, the case being investigated is one out of ten classes of Grammar, based on its heterogeneity in the students' GPA. The focus of the evaluation is on the content, methodology, and the outcome of the curriculum development. The researcher, historically part of the site, is the main instrument in data collection through participant and non-participant observation, serving the role as an insider. Classroom events were observed and video recorded. Students and instructors were interviewed, and documents were collected and scrutinized. The result of the research was disseminated, and mechanism has been developed for on-going evaluation of the curriculum development through learning organization.

Key words: *program evaluation research, teaching grammar*

Mechanism has been provided for higher education quality assurance through accreditation to ensure and enhance the quality of learning. Standard has been issued on legal basis as for the process of education to be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and students centered by National Ministry of Education and Culture. As these are rarely addressed in considerable detail by the external evaluators in the accreditation process, internally driven evaluation in the process of curriculum development provides an alternative in enhancing the quality assurance of the curriculum development and hence, support the study program's performance in accreditation.

Program Evaluation

The paradigm shift (Jacobs & Farrell, 2003) has influenced the way in which language program evaluation is carried out, from product oriented approach characterized by experimental method (Tyler 1942, 1951); Metfessel and Michael (1967) and Hammond (1973) as described by Brown (1990), to process oriented approach characterized by natural setting, requiring qualitative method of data collection and analysis. Regardless of the approach used in evaluation, involvement of stakeholders in the process of evaluation is proposed (Alderson & Scott, 1992) for evaluation findings to have significant impacts on the intended program. Further to this, in order that the participation and involvement of stakeholders in evaluation can be geared to its utmost practice, a broader, multidirectional impact on the life of the organization as a whole, is proposed through organizational learning approach to evaluation (Torres & Preskill, 2001). Morabito (2002) stresses the importance of evaluators to play the role of an educator, a consultant, a facilitator, and a counselor.

Method

The site of the current study is the study program of English, which has undergone considerable changes in its multiplied number of students and in its curriculum development in 2010. In the previous practice in the first semester, the teaching of English has been organized in intensive course for the freshmen. The current practice is, it has been organized in discrete subjects of Listening, Speaking, Reading, Writing and Grammar. The course on grammar is organized in the first and second semester, i.e. Sentence Structure and Structure Analysis respectively. The prevalent concern is the lack of students' motivation, their below-standard academic qualification, and the overburdened staff with teaching load. Issues on the reconsideration of the curriculum development has been raised and this has been addressed accordingly through a series of workshops by the study program.

Based on theory and purposive sampling (Miles & Huberman, 1994), one out of ten classes of Structure Analysis was decided as the case under investigation, for its heterogeneity in the students' GPA in the first semester and on the consideration that the instructor of the class being the course coordinator. The focus of the evaluation was put on the content, the methodology and the outcome of the curriculum development (Richards, 2013). The researcher is a senior lecturer who has become part of the site historically and involved in the day to day operation and implementation of the curriculum. Syllabus and instructional materials were analyzed. Ten classroom events were observed, and video recorded. Instructors as well as students' views were sought through observation and interview. The classroom curriculum implementation in this study is investigated related to its

larger context, such as the change brought about in the curriculum. At the level of result implementation, informal as well as formal discussions with the staff members involved in the teaching of grammar were organized for the enhancement of the curriculum development. As such, the design of the evaluation research falls into the category of illumination language program evaluation (Parlett and Hamilton 1987, in Lynch, 1990). At the level of the evaluation result implementation, the approach adopted is organizational learning (Torres & Preskill, 2002) in which the researcher played the role of an educator, a consultant, a facilitator, and a counselor (Morabito, 2002)

Result

This section is concerned with the findings of the evaluation research as described in terms of content, methodology, and learning outcomes. Following this is the description of the views of the participants, the instructor and the students concerning the curriculum development. The syllabus reveals that the content of the course is knowledge based, referring to the tradition of prescriptive grammar, on the mastery of certain grammatical items. Recurrent patterns of presentation, discussion and explanation on rules of grammar are identified dominating the syllabus and instructional materials. Exercises are provided on identification of True/False sentences, gap filling, error recognition, rules manipulation, and sentence production. Apart from this, short passages are utilized to provide exercises on noticing and identifying and the types of activities reflect the domination of deductive learning. While the clarity on principles in sequencing and the frequency of occurrence is difficult to identify, it is easy to identify the cherry-picking mode of the materials development.

The classroom process reflects teacher centered activities, with two modes of learning. On the first mode, it starts with the instructor's presentation on rules, followed by the students doing the exercise from their hand-outs while in the second mode of learning, the students, who are organized in group present grammatical items, followed by question and answer session. The salient behavior of the instructor is her being hasty and indifferent to the students' low performance despite her jocular tone through the use of informal Indonesian and Javanese. In the first mode, several students participate actively in the discussion of certain grammatical items. The attention to meaning is expressed through the instructor's infrequent remarks that the students should consider meaning in doing their exercises. one or two songs are used as media to explain grammatical items. Focus on Forms (Burgess & Etherington, 2002) is the appropriate term for the classroom process.

The statement of aims in the curriculum is described as for the students to be able to analyze sentence patterns and to construct more complex sentences in English. However, the description of learning outcomes in the syllabus of the course shows that the expected product of the course is for the students to be able to 'mention', to 'explain' discrete grammatical items as well as to be able to 'use' certain grammatical items in paragraph writing. While on the one hand the description of the learning outcome seems to rest on the influence of behaviorism, the description on the use of grammar in writing shows the concern on the competence and performance level of the learning outcome. The learning outcome is measured through the students' participation in addition to quizzes, middle test and final test, all of which consist of objective type tests. The final test, however, includes paragraph writing.

The prevalent complain of the instructor is that the students refuse to learn and that it is hard to cover the materials, which explains her indifferent attitudes. The grammar presentation by the students, according to her, is designed to force the students to study and read. In her bewilderment, she expects to be informed on the better practice in running the course. As for some of the high achievers, the teachers' teaching style is regarded as amusing, for her willingness of not keeping psychological distance from the students. Some of the average achievers think highly of the course for its content intensity. However, it is important to underline one of the high achievers' remarks. First, although expressing no personal objection to the curriculum development as do those of the other high achievers, the claim of the particular high achiever in English is that he has learned nothing from the course except the traditional patterns of subjunctive, which, in actual fact, has been decreasing in use (Hung, 2003). Second, the instructional materials do not facilitate independent learning for the reason that no keys to the exercises are provided. Third, it is inappropriate and inefficient to ask the students to do presentation on grammar for they are still learning. This explains why a lot of the average and the low achievers find the presentation section baffling and intimidating. When interviewed one student expressed her favor in learning English and at the same time her failure in coping with the grammar class. She concluded that it was her fault not to try hard enough.

Discussion

It is the acknowledged fact that some of the traditional concept and terms used in traditional grammar have been retained in the description of modern grammar. However, the development in the scientific study of language has provided the description of grammar which is more up to date and based on use. Consequently, some views in the traditional grammar have to be reconsidered, such as, to mention a few, the concept of 'future tense', and the 'untrue conditional sentence with "If I were"' (Hung, 2003). English teachers might not have to

learn theories of language. However, they are expected to be knowledgeable in the insight that linguistics can offer to language teaching. Related to this, Hung (2003) suggests that teachers can benefit from formal grammar, functional grammar, and cognitive grammar in addition to descriptive grammars and corpus linguistics.

The syllabus and the instructional materials reflect the view of knowledge as things-like-entities and accordingly it reflects learning as accumulation of knowledge through a number of grammatical items presentation and exercises (Littlejohn & Wendeat, 1990). As such, the curriculum development hardly ever reflects the informed decision on the recent theories on the nature of language and language use, and the nature of language learning, which is mostly derived from research. While methods in language teaching have been associated with theories in language and learning however, the 'post method' reaction has reminded language teachers not to readily adopt what methodologists have to offer (Richards, 2006), and suggest that decision should be taken by principles (Batstone & Ellis, 2009).

That learning grammar does not simply mean learning the grammatical items out of context is assured by Batstone and Ellis (2009) who propose the principles of Given-to-New, Awareness Principle, and Real Operating Conditions. This requires a shift from 'emphasis on parts and decontextualization to emphasis on whole and contextualization, from emphasis on separation to integration, from teacher centeredness to more loose role relationship requiring teachers to act as facilitators (Jacob & Farrel, 2003). Teacher centeredness might comply with certain context of classroom interaction and yet, the revolution in science has compelled us to acknowledge an alternative way in viewing reality, to shift from viewing learning as transfer of knowledge, to learning as social reality and this has become one of the principles in Communicative Language Teaching (CLT), the current interpretation of which can be found in (Jacobs & Farrell, 2003) and Richards (2006).

As learning outcome in the curriculum development is prevalently meant to be knowledge based, the adopted methodology resides in behaviorist psychology and structural linguistics with a lot of drilling form of exercises. That learning outcome should include the consideration of awareness principle ,(Batstone & Ellis, 2009) shows the shift from focus on the product to focus on the process as well, including among others, to learn how to learn (learner autonomy), and to learn through collaboration with others, rather than viewing learning for exam purposes.

Meaningful learning, as reflected in the principles of CLT, is motivating for both teachers and learners. Opposite to the principles in CLT, as demonstrated in the curriculum development of the Grammar course, could result in the feeling of being demotivated such as the feeling of being intimidated, the feeling of having not learned anything, or the feeling of not having tried the best one could. Teachers might wonder how teaching grammar can be done with CLT approach, but a lot of evidence shows that this is possible (Kaewsanchai, 2003; Jones & Lock, 2011).

While the freedom to develop the curriculum is available and the instructors' effort in developing the materials is acknowledged, it is highly recommended that the instructors develop the instructional materials through developmental or action research, for the reason that the context of teaching being individually, sociological, politically and culturally specific. In this way, they will be kept abreast with the development of the theories in languages and in learnings as their guiding principles.

Implementation

Several steps in implementing the result of the evaluation study have been carried out. These include 1) Informal discussion on individual reflection in the curriculum implementation, 2) presentation on group reflection in curriculum implementation to seek for feed back to the instructors of language skills and to the head of department as well as head of study program, 3) informal as well as formal meetings in disseminating evaluation result, 4) agreeing on reference grammar based on descriptive and functional grammar as the content of the coming curriculum development, 5) inviting speaker to talk about the insights offered by SFL in language teaching, 6) designing instructional materials for the coming grammar course through a developmental research by a team.

Conclusion

This paper describes an attempt of enhancing curriculum development in teaching grammar. The result of the evaluation has been implemented through establishing mechanism of communication among the teaching staff through informal and formal discussion, and staff development. As intended by organization learning approach in evaluation, the instructors of grammar have developed a learning attitude in enhancing the curriculum development.

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EVALUATION OF ENGLISH FOUNDATION COURSE IN THE OUTPUT CHARACTER BUILDING PROGRAM

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Abstract: This paper reports on the implementation and evaluation of an English Foundation Course at the Accounting Study Program Islamic University of Indonesia. This foundation course is a part of the Output Character Building Program—an integration of three required subjects (English 1, English 2, Business Communication) which is specially designed and aimed to prepare students to become academically and psychologically successful in the undergraduate program. This project is aimed to help provide data for the department and course designers to make necessary changes on the program. With totally 403 student participants from 15 parallel classes and 10 teachers, this study opted for the mixed-method design. Data were collected from pre-test, post-test, focus group discussion, observations, and questionnaires. The result of *t-test* on the pre-test and post-test indicates that students' academic reading and writing skills generally improved ($n = 403$; Mean Difference = 12.25; Standard Deviation = 13.16). Students' perceptions on teachers' roles, modules, classroom activities, and language ability is reflected by the mean score 3.26 out of 4 scales. The results of Focus Group Discussion with the teachers show that the module requires some revisions and learning activities should be varied. This study shed lights on alternative designs of an English foundation program which can be customized to meet particular needs of the faculty.

Keywords: *English foundation course, output character building, mixed method design*

Introduction

Language program evaluation may be assumed as a need to improve and develop the program regarding the fact that contexts, users, and materials are undeniably dynamics. Stopping evaluating a program of any kind may mean signals of stagnancy and it is likely to manifest in program ineffectiveness. Program evaluations can be conducted for the sake of accreditation, course improvement, better teaching and learning activities, program monitoring, feedback for learners, and learner progress report (Knox, 2002).

There have been many research on language program evaluation ranging from studies involving few to thousands participants. A study involving 32 students was conducted by Adair-Hauck, Willingham-McLain, and Youngs (1999) investigating students' skill performance, student motivation, anxiety, and perceptions on the learning goals. The results of an evaluation on English Language Teaching Courseware that was conducted by Mukundan and Nimehchisalem (2011) show that evaluation on a learning module is necessary to ensure the appropriateness of a courseware and the ELT principles as well as the worthiness of budget spent on the project. The evaluation is, therefore, worth doing as suggestions for improvement can be followed up by revising the available module and budget can be optimized.

This study reports on the evaluation of the English foundation course implementation during the 2013/2014 academic year. An evaluation is deemed necessary as this program has been running for more than 7 years without significant evaluation and investigation. This project was particularly aimed to meet the demand of several stakeholders—the study program, teachers, students, managers, and course designers—who favor to value, improve, and search for possible innovation of this program. In particular, this study made an attempt to evaluate the teachers' attitude on teaching, the modules, the classroom activities, the students' achievement, and the students' satisfaction from the point of view of the students. Suggestions and evaluation on this program were also given by the teachers to obtain different angles of program evaluation.

Literature Reviews

Many overseas universities have a program to prepare their new students to deal with new academic assignments. The program operates under different names, yet they have similar aims and targets. The International Foundation Programme (IFP) in the University of Bristol, Foundation Studies Courses in the University of New South Wales, The English Foundation Program (EFP) in the University of British Columbia, Bridging Program in the International Program of Universitas Islam Indonesia, and Output Character Building at the Accounting Department Universitas Islam Indonesia. Although there are a variety of activities and program implementation, those programs share similar views in that they train new students to develop and improve both subject knowledge and academic skills such as academic tasks, essays, academic discussions, seminars, and successful presentations. Such programs integrate soft skills and life skills in a way that students get a hands-on

experience in doing collaborative activities and cultural learning (IFP Bristol University, 2014; EFP University of British Columbia, 2014; International UNSW, 2014; Bridging Program UII; Output Character Building, 2014).

The English foundation course in this study is a part of an Output Character Building Program which is particularly designed to prepare first-year undergraduate students in the Accounting Department, Faculty of Economics, Islamic University of Indonesia Yogyakarta. The initiation of this program came from an awareness and concern with the need to prepare fresh university students for the academic task and in the long run they are expected to become qualified students with strong positive characters. Students are demanded to have both academic skills, communication skills, and life skills. Teaching hard skills may be important but teaching soft skills is even more important. From this point to start, this program was designed to induce students with character building learning materials and English skills. The combination of both skills requires the cooperation between the blend of psychology and English language skills. This program is then named Output Character Building.

This program is a cross discipline subject which also requires the involvement of both teachers with psychology expertise and English language expertise. The learning materials are divided into two sections, one half section is from the beginning of the semester to the middle and the second half is from the middle to the end of the semester. The total of 70 meetings during the semester makes this program a really massive learning project.

The topics taught in the first half of the semester cover the leadership, followership, time management, stress management, conflict management, e-learning, learning styles, and counseling. In comparison, the second half of this program mainly includes types of reading, building vocabulary, guessing meaning from context, sentence clues, and word part clues, reading fast, writing a paragraph and essay, and academic presentation. There are several projects that students have to complete prior to get the final score, namely, a project on sharing knowledge to the society, doing a presentation in English about the project, and essay writing. The project was put in a competition to encourage students to do their best.

Evaluation, as this report gears to, can be defined as “a systematic attempt to gather information in order to make judgments or decisions” (Lynch, 1996, introduction, p. 2), “a form of enquiry, ranging from research to systematic approaches to decision-making” (Kiely & Rea-Dickins, 2005, p. 5), and “the application of systematic methods to address questions about program operations and results” (Wholey, Hatry, & Newcomer, 2010, p. 2). It may also be interpreted as values given to teachers for teaching, students for responding the learning processes, managers for managing the program, and institution for conducting such a program (Kiely & Rea-Dickins, 2005). Similarly, evaluation may serve as a program monitoring with which reliable data collection and professional standards are brought along (Wholey, Hatry, & Newcomer, 2010, p. 2).

A program evaluation may be aimed at different perspectives. It may include assessment collected from policymakers, managers, and stakeholders for gathering information to improve a program and to report to all corresponding parties (Wholey, Hatry, & Newcomer, 2010, p. 2). Evaluation may also bear two goals of both illuminating the knowledge in the form of research and utilizing data to value a program whether it is worth continuing or fails to satisfy the stakeholders (Kiely & Rea-Dickins, 2005).

Method

There were 403 student participants in this study from 15 parallel classes in the first semester in the academic year 2013/2014. All the participants were fresh students from the Accounting department, Faculty of Economics Islamic University of Indonesia Yogyakarta. Those students were obliged to take the foundation program of Output Character Building which was carryout out for the whole semester. In addition, 10 teachers are also involved in this research and evaluation project to provide some information regarding the program implementation and classroom evaluation.

A pre-test was administered on November 2013 while a post-test was carried out on the second week of January 2014. To meet the inquiries in the quantitative research paradigm, a program evaluation generally employs a comparison group. This study, however, does not include a comparison group as this is particularly aimed to give “a sense of the program’s achievement to their audience” (Lynch, 1996, p. 106). To obtain statistical calculation for the pre-test and post-test, a *t-test* was conducted.

Five focus group discussions were conducted every Friday from 11 a.m. to 13 p.m. during the semester with the teachers. All issues related to classroom problems were discussed and solved. Some suggestions to the alternative classroom activities as well as materials were accordingly elaborated.

There were 52-item questions under 6 sub-topics including evaluation of teachers, subjects, modules, students’ satisfaction, technology used in learning, and self-evaluation. Four-scale alternatives were used in which scale 4 means Strongly Agree, scale 3 means Agree, scale 2 means Disagree, and scale 1 means Strongly Disagree. The questionnaires represent several aspects of evaluation. Questions 1-16 include statements related with teacher evaluation, questions 17-29 relate with self-evaluation, questions 30-43 relates with the subject

evaluation, question 44-46 relate with module evaluation, questions 47-50 relates with students satisfactions, and question 51 relate with the use of technology in classrooms.

Findings and Discussions

Pre-test, post-test, and questionnaire data were analyzed using SPSS 16. The t-test result on both pre-test and post-test indicates a significant improvement after 35 meeting sessions. The result of *t-test* was between 0.841 – 9.838 and the Mean Difference range of 1.571 – 25.143. Five classes (D, E, J, M, and N) has Mean Difference under 10 whereas the other 10 classes has Mean Difference of more than 10. Therefore, it can be concluded that there was a significant increase in the mastery of English language skills (reading and writing) of the students.

Evaluation on teachers indicates that teachers have shown good teaching performance ($M = 3.3$, $SD = 0.3$). Three aspects of high score concern with the teachers' positive attitudes ($M = 3.4$, $SD = 0.2$), openness ($M = 3.4$, $SD = 0.3$), and friendliness ($M = 3.5$, $SD = 0.3$). In addition, the results for questionnaire items of students' self perception on the foundation program is shown by $M = 3.2$ and $SD = 0.3$. This can be interpreted that the students have good self confidence. The three highest score items are on the awareness of learning English more as shown by $M = 3.6$ and $SD = 0.3$, self confidence that they are able to make correct and good power point presentation ($M = 3.4$, $SD = 0.3$), and high commitment on completing their academic tasks ($M = 3.3$, $SD = 0.3$).

Students' perception on the English subject is shown by $M = 3.2$, $SD = 0.3$ which means that the English subjects, as parts of the Output Character Building, are well accepted and appreciated. The highest score for clear learning objectives, relevant materials, and usability are ($M = 3.3$, $SD = 0.3$), ($M = 3.3$, $SD = 0.3$), and ($M = 3.4$, $SD = 0.3$) respectively.

Evaluation on the module for English subject from the students' perspectives indicates the fulfillment of the students' expectation on the learning materials. Students' evaluation on the issues of the content materials, module readiness, and the usability of the module are proven by similar $M = 3.3$ and $SD = 0.3$. In addition, students' satisfaction score ($M = 3.3$ and $SD = 0.3$) indicates that they are satisfied with what they have done during the semester.

Need assessment could be investigated from several sources such as participants, instructors, and experts Knox (2002). In this study, students were also required to make a list of language skill needs ranging from the least to the most important (Job Hunting, Presentation, TOEFL, Reading, Listening, Writing, Grammar, Vocabulary, Speaking).

In short, it can be concluded that the foundation program of Output Character Building has positive responses from students. The gap between what was taught and what the students expect is not far different. Students were quite satisfied with the learning processes and ready-for-use module. Their awareness of the importance of language skill mastery appears as a signal of self-improvement intention. A little more encouragement and scaffolding is likely to support them to become better and successful learners.

This study is limited to the evaluation of modules, learning activities, teachers, students' skill ability, and students' satisfaction. The skills that were tested include academic reading and academic writing, whereas students' presentation skills were not measured. Further studies should take different views on the evaluation elements and involve more participants to obtain more valid and rich descriptions.

Conclusion

This study reporting the evaluation results of Output Character Building program bears some information necessary for the program managers, teachers, students, and course designer. The evaluation results, therefore, should be wisely used to improve, revise, and make necessary adjustment on the program. The need assessment results, which do not seem compatible with the students' expectation, should be followed-up by further investigation in regard to obtain more valid information. Other data collection procedures such as interviews may comply with the inquiries. Another implication is that as faculty has its vision and demand on its graduates, compromise among the demand, teachers' expertise, available resources, and pedagogic consideration would be worth doing.

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THE IMPLEMENTATION OF CHARACTER EDUCATION IN ENGLISH LANGUAGE TEACHING (ELT) IN INDONESIA

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Abstract: This article starts the discussion by mapping the implementation of character education (CE) in the area of curriculum that directs the integration of character values in English content subject. It argues that new curriculum—in term of CE values, needs some betterment. The course of integration to some extent contradictory to those established standards. The next domain elucidates the readiness of ELT practitioners in the level of praxis, instead of conceptual, and displays some possible impediments contributing to the immature implementation. Teachers' quality, teaching and learning load, and evaluation are some obstructing factors that are exhibited. The third area to be discussed is some stories of the integration of character values into classroom context. It delineates several stages that can be accomplished, what worth noticing, and what might influence during the implementation.

Keywords: *Character education (CE), curriculum, English Language Teaching (ELT), implementation, integrating, virtue values*

The debate of Character Education—aiming to foster good character or what is appropriate or not appropriate (Pala, 2011; Adeyemi, Moumakwa & Adeyemi, 2009; Sewell & Hall, 2003), has been acclaimed as a long tradition (Althof & Berkowitz, 2006; Agboola & Tsai, 2012) but still does not find its best definition due to the vast standards of its reliance on contextual setting. In Indonesia context, the putative assumption of Character Education (CE) will open a skeptical discussion instead of optimistic energizing dialogue. People have witnessed many riots and chaos in society which not necessarily happen in underserved circle, but also in educated and privileged circle.

Now, CE is offered as a solution to cope with the degradation of morality of society. Schools are now liable to carry on the CE. In Indonesia, CE is an agenda to support the long term national development (RPJPN) year 2005-2025, whereby the government of Indonesia set the character building as one of the priorities program for national development (The Ministry of National Education, 2011). In fact, CE in Indonesia is not a something new. Back to 1967, the most prominent figure of education in Indonesia, Ki Hajar Dewantara in his book "*Bagian Pertama (Pendidikan)*", stated that education means guiding students to develop *budi pekerti* or good characters in order to creating civilized and decent humans (Muthoifin, 2013).

The implementation of CE in Indonesia is pervasive to all subjects. English subject as one of the compulsory subjects in intermediate and tertiary level should be taught as vehicle to achieve the goal of CE in gaining a so-called good characters. English teachers as a major component in schools have to participate actively in the implementation of CE. As a matter of fact, Sudartini (2012) stated that the common practice of ELT in Indonesia is merely attempts to fulfill the objectives of the teaching and learning goals as stated in the current curriculum. Most teachers are busy finding suitable and relevant materials without having critical analysis on the cultural biases that may be covered within the source of materials. If this happens continuously, the practice of ELT in Indonesia will not advance the quality of CE.

This paper does not address the debate whether the implementation of CE has successfully employed in Indonesia. CE actually have a clear theoretical basis. In the educational sphere, the more important discussion is how to prepare teachers to be able to implement CE well. Thus, in this paper we are more interested in discussing how the implementation of CE in ELT in Indonesia is, as viewed from the current system, the readiness of the implementation, and some exemplary stories of CE implementation in classroom sphere.

The Implementation of Character Education in ELT

In Indonesia, English is taught as a compulsory subject at the junior and senior high school curriculum. Nowadays, English teachers have to integrate not only crucial elements such as higher-order thinking skills and learning strategies but also character education into their English instruction.

The Past and the Present Curriculum: Is Lesson Learned?

Core competence (Kompetensi Inti), unlike the previous KTSP curriculum, becomes the footing on how to teach each material in the New Curriculum 2013. Looking the points in core competence, it is depicted that the government wants to encourage virtue characters into each topic of the subject. One of the biggest confusions in

the new curriculum is how to incorporate core competences into basic competences. For example, will ELT teachers teach virtue values through English content or will they teach English content to develop virtue values?

Regarding to these basic and core competences, the Association of Teaching English as a Foreign Language in Indonesia (TEFLIN) has recommended some ways out. TEFLIN (2013:7) contends that virtue values should not be graded in a linear fashion but it can be repetitive, intersecting, and strengthening. In other words, competence gradation should be set based on the hierarchy of difficulties of English content, where values content adhere to each competence of the lesson. TEFLIN also argues if the other possible way is that, substantively, there are three layers of competence: Core Competence, Basic Competence, and Indicator. On the other hand, the competence of “character” is put in the Standard Competence of Graduate (Standar Kompetensi Lulusan).

Virtue values in the new curriculum have become the navigation, meaning that the direction of English content material taught in classroom derived from these values. But has this new curriculum been designed properly to encourage the implementation of CE? What does matter in CE, teacher, or curriculum?

To improve the development of culture and CE the government has published two CE guide books. The first book published by *Pemerintah Republik Indonesia* entitled *Kebijakan Nasional Pembangunan Karakter Bangsa Tahun 2010-2025* is mainly a guideline to conduct the CE in schools while the second book published by *Badan Penelitian dan Pengembangan Kurikulum, Kementerian Pendidikan Nasional* entitled *Panduan Pelaksanaan Pendidikan Karakter* published in 2011 is mainly general supplement overviews of the notion of CE.

Based on the guideline book, there are three approaches used by Ministry of National Education in improving CE. Those three approaches should be implemented integrally in order to achieve the goal of CE implementation. These streams are prone to be in repetitive, intersecting and strengthening rather in linear fashion, akin to the proposal of TEFLIN.

In the institution level, the implementation of CE is conducted in three ways. It can be noted that according to the ministry of National Education itself, the syllabus, indeed, is important to describe the scheme of CE in content subject. But how to integrate character values is in different direction with the new Curriculum 2013. Character values are integrated into subjects, not the other way around.

Is the lesson learned? If the shift to the new curriculum is expected to build character of learners, the rationale is demanding. Defectively, the new curriculum (viewed from its mission to foster character values), substantially contradicts to the guides of CE implementation, made (also) by the government itself. Compared to the previous one, instead of establishing more robust scheme for CE implementation, the new curriculum is considered to obscure the implementation.

The Readiness of the Character Education Implementation in ELT

Currently, communicative approach is used to teach English, particularly in formal school in Indonesia. As a language subject, there are two orientations of teaching and learning English, those are skill and content. Learners are expected to be able to speak effectively in appropriate manner. With respect to the CE, this goal of English language teaching and learning supposedly does not require specific facilities in integrating CE. The potential modes to integrate virtue values in ELT practices are through either the strategy of delivery or the material of teaching and learning.

Patrisius (2010) contends that stages of language learning carry potentials for character building because learners undertake language learning with all their predispositions and personality, language learning activities provide plenty of opportunities to shape their characters. Sugirin (2011) proposes a so-called explicit mode to integrate CE in ELT in Indonesia. Two of his examples in this mode are brief lecturing on a certain virtue or vice, and using written or recorded material under the theme of a virtue or a vice. Both Patrisius and Sugirin implicitly suggest that what we need for CE is not in the form of teaching aids or facilities. What we need are strategic decisions in choosing and designing lesson topic that unfold character values.

Conceptually, plenty of sources have been provided explaining how to integrate character values into ELT context. Thus, on the level of concept, we are already all set. However, on the implementation level, there has not been adequate information with respect to the voices of success story.

One of the classic as well as well-known evidences of the failure of CE implementation is cheating practice. It is widely known that many teachers help their students during final examination (UN) in order to make their students satisfy at least the minimum standard to graduate. Lumpkin (2008:47) asserts that a teacher’s integrity, or lack thereof, is observed by students. Also, students evaluate the character of their teachers based on how they treated and taught. Therefore, a teacher should, if it is not a must, to be a model of CE.

What is crucial to be prepared to build character in ELT, henceforth, are neither the facilities nor the set of norms. It is teacher that plays the most important role in CE. System through a set of norms is important in CE, but teacher as the founder of integrity in CE is more important. Unfortunately, in the praxis domain, teachers are not ready yet. Changing attitude cannot be accomplished in a short run and be achieved merely through

formal set of rules. Education as a major locomotive in forming the character of a nation needs a very strong reformulation and refreshment to reach good character embodiment from all students.

Focusing merely on language learning goal is another factor that suffers the integration of CE into ELT. English in Indonesia is used as a foreign language (EFL). Such condition makes ELT in Indonesia at the intersection. Besides activities are devoted to introducing new language to learners—where teaching and learning load is heavier than that in ESL context, EFL teacher should also teach English content. These language-oriented and content-oriented in ELT to some extent may lessen the opportunity to instill virtue values.

Evaluation, to some extent, also contributes to the readiness of CE implementation. To measure the successfulness of the implementation of CE, evaluation is conducted after a period of implementation. According to *Panduan Pelaksanaan Pendidikan Karakter* (2010) the steps of evaluation program include; (1) developing the indicator for the chosen character, (2) developing instrument, (3) recording every achievement for the indicator, (4) analyzing and evaluating the results, (4) Planning follow-up program. Unfortunately, this evaluation process is failed to be manifested, evident from the orientation of education which evaluating the achievement of learning and teaching process and mostly neglecting the evaluation for CE.

Some Voices from ELT Classroom

From the review of the studies reported the implementation of character education in Indonesia especially in English language teaching, there are some notions that can be highlighted. First, in the planning stage, teachers integrate character into the lesson plan and syllabus. The teachers are also aware the need of building students' characters. Second, in the implementation stage, there are different focuses chosen by teachers. Some teachers choose input material which cover the characters need to be built. The other builds the students' characters through various teaching techniques / strategies. Third, in the evaluation stage, seems that there is still confusion among teachers on how to evaluate characters. Some teachers still focus on the cognitive aspect. Some have already focused on the affective and psychomotor. However, the instruments used are based on the creativity of the teachers. Fourth, there is no clear concept about the value that should be taught. The decision on the value is depend on the teachers, therefore, the way to build the values are also vary from one institution to the other and it depend much on the teachers creativity and sensitivity.

Triastuti (2010) suggest that the internalization of characters should be done in the six components of tasks as proposed by Nunan (2004). First, the learning goal which intends to facilitate the implementation of character education should be re-formulated by adding a number of the selected values of character to be promoted. Second, the input texts being presented to learners should also suitable with the promoted values of character education. Third, the activities in the classroom should reflect the implementation of the character education values. Last, teachers' roles, students' roles and classroom atmosphere should be considered and planned well so that the integration of character in the instruction can be managed thoroughly.

Based on the studies reported above, not all components are considered in integrating the characters. Teachers tend to focus on a certain component. As reported by Acetylena (2013), the cause of the problem is lack of teachers' competence which is caused by insufficient socialization, training, and guideline. The lack of competence and understanding on how to implement character education will also cause confusion in the evaluation.

Furthermore, as noted by Muspitasari (2012), the integration of character education in the subject matter, in this case is English, in fact cannot be separated from the other aspects outside the curriculum such as the students environment and information which are assessed by the students. Therefore, there is also a need in bringing issues faced by students outside classroom into the classroom.

Although the studies reported and analyzed in this paper could not be said as real picture of the whole implementation of character education, it can be used as a starting point in understanding the implementation of character education in English language teaching.

Conclusion

The increasing demand of CE in Indonesia warrants more attentions. Reformulating, reorienting and reshaping the system are endless endeavors to mend the visible and hidden 'leaks' of CE. While some betterment in the level of policy is continuously growing, the policy should not jeopardize the robust concept of previous ones. The improvement should have a strong rationale, applicable and be accepted from all parties, particularly from the expert of education. The character education in the new curriculum in ELT context needs to be revisited in term of the approaches used.

Concerning the degree of readiness, generally speaking, in the level of praxis, it experiences ambivalences due to the human resources aspect which does not reflect virtues that supposed to be modeled. The agenda of instilling CE in ELT is also at risk when the teaching and learning orientation mere focuses on cognitive aspects or learning a new language. Also, evaluation has to be conducted in order to equip the implementation well.

Way deeper on the root level, CE in ELT can be implemented either through the input (English content) or through the strategy used. The perplexity during implementation can be solved through intensive and extensive socialization from pertinent stakeholders.

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Biodata

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EVALUATION AND DEVELOPMENT IN ENGLISH LANGUAGE TEACHING PROGRAMS (A SURVEY STUDY)

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Abstract: This paper aims to report the survey results attained from several institutions in Purwokerto pertaining to their English language Teaching Program implementations. The paper signifies two main points: evaluation and development in English language teaching programs in some institutions, ranging from junior high school to university, that exist in Purwokerto. The data of this paper are gathered by utilizing the survey method that covers five aspects: the teaching context, the teachers, the teaching process, the learners, and the learning process. These five respects are wrapped in the two broad concepts: evaluation and development. The results of this survey partially reflect the current practices of English teaching programs and elementally portray the power of evaluation in developing the quality of English language teaching program as a whole. The working hypothesis presumes that the majorities of the institutions that run the English language teaching programs in Purwokerto have poor evaluation and generate insignificant development of their respective programs.

Keywords: *evaluation, development, language teaching programs*

Introduction

All teachers and lecturers of English, whether at the outset of their teaching careers or after some years of teaching, feels the need to try something new, something different from their previous teaching materials, methods, or even approaches to their handling subject matter. It is truly important for them to be open to such new ideas and apply them in their classroom. Such try-out, however, will be of little use, otherwise they or other teachers and researchers can then evaluate these activities. The evaluation of a language program performance sometimes referred to as instruction evaluation is a nice-to-do as well as essential-to-know activity as it tells us, the educationalists, "whether we are there" with regard to the teachers' teaching and the students' learning performances. Commonly, the instructional designers know whether they have achieved the objectives of instruction. According to Smith and Ragan (1999), there are two main purposes of evaluation: first, it is to determine the weakness in the instruction so that revisions can be made to make them more effective and efficient; second, it is to provide data for decision makers who may adopt or continue to use the instructions' stuff.

Evaluation, in the view of Henning (1987), may be viewed from several perspectives: prior-to-program implementation, during-program delivery, and following-program execution. He further adds that focus may be directed to learning gains, instructional delivery, needs responsiveness, materials quality, continuing motivation, and so forth. Henning concludes that good evaluation is a highly creative activity which provides reliable and relevant information about the quality of the instructional program and how it may be improved. This evaluation (Harmer 1998) is simply to know whether the activities were successful or not, whether the students did enjoy them or not, whether the students did learn anything from them or not, whether there is a need to change the activities, approaches, methods to make them more effective next time or not. Hence, this paper is attempted to see how successful the English language program has been implemented in Purwokerto through the voices of teachers and lecturers based on their real life experiences.

Literature Review

Coming to terms with evaluation

It is widely learnt that the second language evaluation is primarily concerned with decision making. Genesee and Upshur (1996) explain that the overall purpose of second language evaluation is to make sound choices that will improve second language teaching and enhance second language learning. There are at least three essential components of evaluation including information, interpretation and decision making. Indeed, meaningful interpretations are needed in order to decide what actions to take or what changes to make to instruction for a better learning. There are some other inherent purposes of evaluation and these become the core concern in this paper. They cover amongst other things (Genesee and Upshur (1996:6): 1) to plan an appropriate

follow-up instruction for teachers or lecturers' individualized instruction (classroom-based evaluation), 2) to make decisions about follow-up instruction for an entire related units at schools or universities (institution-based evaluation), and 3) to ascertain the effectiveness of English teaching learning processes.

Evaluation is an essentially professional, subjective judgment on the worth or quality of the developmental processes of education. In more detail, Bloom (in Curzon 1990: 342) defines evaluation as 'the making of judgments about the value, for some purpose, of ideas, works, solutions, methods, etc. Similar to this, Tyler (1949 in Pinar et al. 2000: 739) perceives the process of evaluation as "essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction." Evaluation is also understood as the process of placing value, a belief of what is good or bad, important or unimportant (Rothwell 1996). To make it specific, Weir and Roberts (1994) in Richards (2001) distinguish between two major purposes for language program evaluation, program accountability and program development. Accountability deals with the extent to which those involved in a program are answerable for the quality of their work. This usually examines the effects of a program at significant end points of an educational cycle. Development-oriented evaluation, by contrast, is designed to improve the quality of a program as it is being implemented. In this evaluation, it may involve staff who are directly involved in the program and others who are not and may have a teacher-development focus.

In general, evaluations undertaken by schools or universities have a multitude of reasons. One of which (Marsh and Willis 1999) is to improve teaching and to meet the needs of students better. The different purposes of evaluation are termed as *formative*, *illuminative* and *summative* evaluation (Weir and Roberts (1994) in Richards (2001). Another composite of practical steps to evaluate instruction in terms of formative and summative assessment proposed by Leshin et al. (1992) cover four phases: conduct expert review, conduct one-on-one formative evaluation, conduct pilot formative evaluation, and conduct summative evaluation. Yet, in this paper the focus is primarily on both formative and summative with a stronger emphasis on the formative one. In the formative evaluation, evaluation is performed as part of the process of program development in order to find out what is working well, and what is not, and what problems need to be addressed. The focus is on-going development and improvement of the program (cf. Pinar et al. 2000; Marsh and Willis 1999; Brown 2004). The teachers or lecturers doing this evaluation will take on the typical queries: 1) Have the placement tests placed students at the right level in the program? 2) Is the teaching methodology appropriate? 4) Are the students enjoying the program? and 5) Do students have high level of motivation?

The second kind of evaluation addressed here is summative evaluation. It is the type of evaluation with which most teachers / lecturers and program administrators are accustomed to since it is regularly done at every semester end. This seeks to make decisions about the worth or value of different aspects of the curriculum (cf. Pinar et al. 2000; Marsh and Willis 1999). Summative evaluation is concerned with determining the effectiveness of a program, its efficiency, and its acceptability (Weir and Roberts (1994) in Richards 2001; cf. Brown 2004). Usually, it takes place after a program has been implemented and tries to give answers to the questions: 1) How effective was the course? 2) How well was the course received by the students? 3) Were the placement and achievement tests adequate? and 4) How appropriate were the teaching methods?

English Language Teaching and Learning

The field of Teaching English as a Foreign Language (TEFL) is shaped in substantial ways by how the nature of language teaching is conceptualized (Richards 2002). Language teaching can be conceived in many different ways like as a science, a technology or an art. According to Richards (2002), effective teachers are typically defined as those whose students perform better on their achievement tests. Conceptualizing teaching as an art is to view it as something which depends on the teacher's skills and personality. Zahorik (1986) in Richards (2000: 23) characterizes this approach to teaching in these words: "The essence of this view of good teaching is invention and personalization. A good teacher is a person who assesses the needs and possibilities of a situation and creates practices that have promise for that situation." Teachers in this sense is seen as one who analyses a situation, realizes that a range of options is available based on the particular class circumstances, and then select an alternative which is likely to be most effective for the circumstances (Richards 2000).

Like teaching, learning can be defined in many ways. According to Kimble and Garnezy (1963) in Brown (2000), learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Brown further breaks down the components of the definition of learning. Two of which are that 1) learning is acquisition or "getting", 2) learning involves some form of practice, reinforced practice. Teaching cannot be defined apart from learning. Teaching, according to Brown (2000), is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Teachers' or lecturers' understanding of how the learner learns will determine their philosophy of education, their teaching style, their approach, their methods, and classroom techniques.

Research Method

A Survey Study

As learnt questionnaires are defined as “any written instruments that present respondents with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers (Brown 2001 in Nunan and Bailey 2009: 126). The overall purpose of a survey is to obtain a snapshot of conditions, attitudes, and/or events of an entire population at a single point in time by collecting data from a sample from that population (Nunan and Bailey 2009). The questionnaire items used in this research was closed-ended in which the range of possible responses is determined by the researchers and the respondents select from or evaluate the options provided. This questionnaire is utilized to gain factual information (who the respondents are), typically covering demographic characteristics (Best and Kahn 2006), behavioral information (what the respondents have done in the past), typically asking about the frequency of the use of a particular strategy in the past, and attitudinal information (what people think), typically including opinions, beliefs, interests, and values (Dornyei 2010). It can provide feedback about the usefulness of materials, the popularity of either the teaching methodology or the teachers, the level of continuing motivation following exposure to the program, and many other program concerns (Henning 1987).

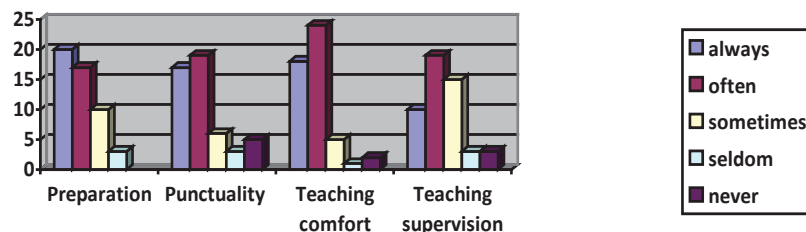
Population and sample

A population is defined as any group of individuals that has one or more characteristics in common that are of interest to the researchers. But it would not be practical to obtain data from the entire population to arrive at generalizations (Best and Kahn 2006). Therefore, a representative sample from the population as a whole is to be selected. Thus, the population of this survey research was the entire English teachers and lecturers in junior high and senior high schools, universities and English Courses in Purwokerto and the selected sample was fifty teachers and lecturers. This sample was taken using cluster sampling in which the subjects were restricted to a particular subgroup from within the population, that is randomly selecting a school or university from within a particular school or university district rather than the entire state or country (Nunan and Bailey 2009).

Finding and discussion

The following are both the finding and discussion on the five main items related to program evaluation and development both in schools and university. The data were obtained from the questionnaires given to 50 teachers and lecturers in some schools and universities in Purwokerto.

Chart 1: Teachers



Looking at Chart 5, we can clearly identify those four different aspects of teachers and lectures in their conduct of teaching English in their respective institutions. The first item is on the preparedness of the teachers and lectures in teaching their students English in which most of them (40%) admitted that good preparation was always done before they started teaching, and around 37 % mentioned that they often did preparation in their teaching, while the rest 23% sometimes and even seldom did preparation. The data simply indicates that teaching preparation is an important aspect for the respondents in teaching. The second and third aspects of teachers, punctuality and teaching comfort, seem to show similar trends where the majority (37% and 38%) of the respondents were very concerned with both punctuality and teaching ambience. The last item in Chart 5, teaching supervision, indicates quite different trend where the respondents (38%) felt that they often did supervision to their students. Slightly lower than that, that is 30%, sometimes did the supervision.

Chart 2: Motivation

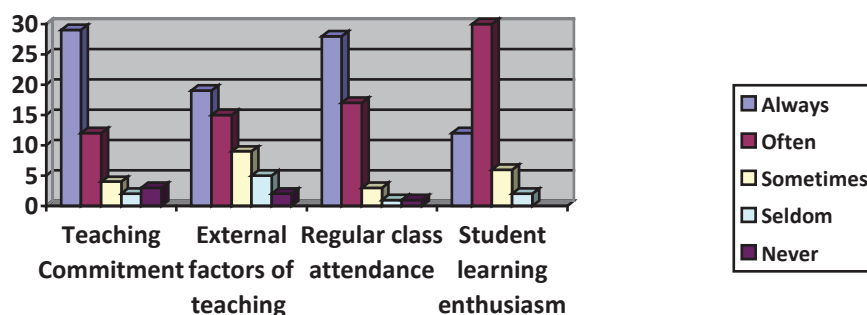
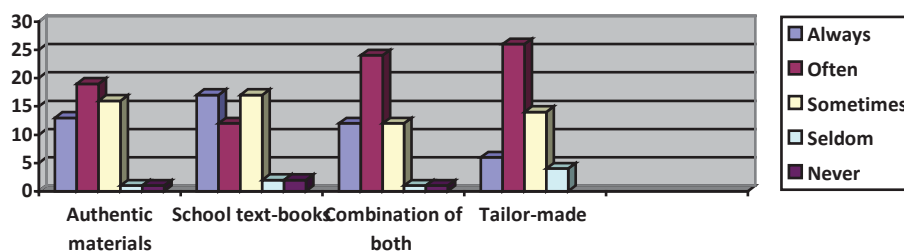


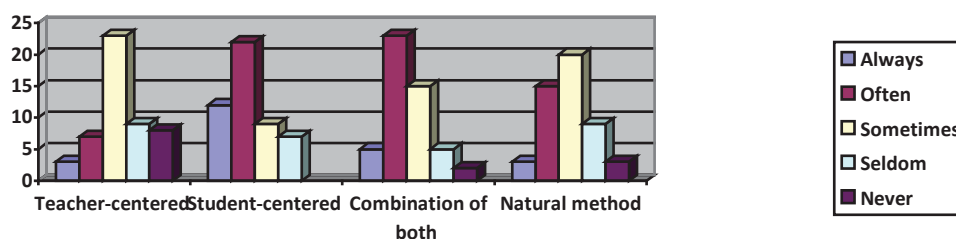
Chart 2 bluntly displays a typicality of the first three items in that 58% of the respondents had a high commitment to teach English, 38% in the external factors did influence the teachers' or lecturers' their teaching. Students' regular attendance was also very high (56%), and around 34% mentioned they often joined the tasks given by his teachers or lecturers. The last point, student learning enthusiasm (60%) shows a strong inclination for students to be enthusiastic in joining their teachers' class. In brief, the writer can tentatively conclude that they have ideal level of motivation.

Chart 3: Teaching materials



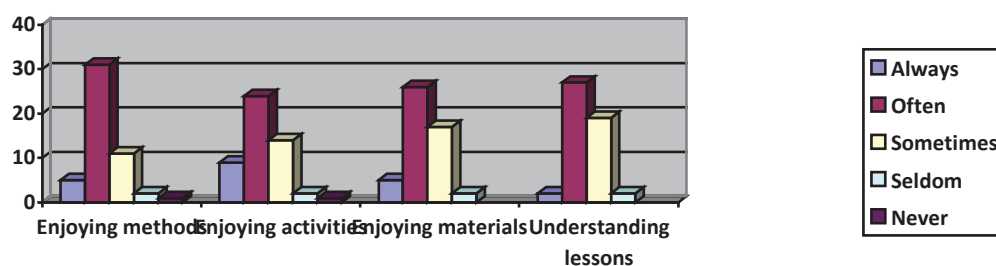
Like the previous charts, Chart 3 points out symmetric trend in their figure distribution. In terms of authentic materials, around 38%, 32%, and 26% approved that they used authentic materials for their teaching. Besides, the respondents confessed 34% that they always and sometimes used the school- textbook materials provided by the schools. Uniquely, the majority of the respondents (52%) gave their final decisions about-tailor made. This implies that the teachers were very careful in designing teaching materials.

Chart 4: Teaching methods



As shown in Chart 4, the majority of the respondents (46%) admitted that they sometimes used the teacher-centered method, but more often used the student-centered method (44%). In addition, the chart also depicts that the respondents had the tendency to frequently use the combination of both methods (46%). The last item in the chart indicates that the respondents in majority likewise used the natural method sometimes (40%), and the rest (30%) mentioned that they often used that natural method.

Chart 5: Students



Similar to other charts, this chart also reveals four main items concerning with students. On the basis of both teachers and lecturers daily observation to their students, they found that 62% of their students often enjoyed the teaching methods they employed in the classroom. The second, third and fourth items show quite similar proportion in which 48% of the respondents uttered that their students often enjoyed their learning activities, and just 22% said that the students were sometimes comfortable with the given activities. The next item which is the logical sequence of the second and third items demonstrates that 52% of the respondents believed that their students sometimes feel enjoyed with the learning materials the teachers and lecturers provided for them. This is strengthened with 34% of the respondents' beliefs that their students often looked enjoyed when receiving the learning materials in the classroom. The last item convincingly articulates that 54% of the respondents were assured that their students could understand their lessons frequently. Another 34% admitted that the students sometimes understood what they gave in the classroom. It can be then summed up that the respondents' students had positive feelings and reactions towards their teachers' methods, materials, and activities so that they could grasp the lessons conveniently.

Conclusion

Teaching learning activities are a never ending cycle in which one aspect ends another one starts. This applies to all sorts of teaching learning activities including that of English. English language teaching and learning is truly a serious undertaking for concerned teachers and lecturers. In English teaching learning programs, it is common to see some ups and downs. Therefore, it is considered necessary to do some kind evaluation, a comprehensive evaluation on the implementation of a certain English program. This will certainly help teachers, lectures, administrators, decision makers and other external holders to make a better decision in regards with what has been done well and what has not and therefore need some changes here and there to get a better improvement in the future undertaking. Evaluation irrespective of what is being evaluated can serve as feedback breeder or sources that can objectively inform the concerned party to take appropriate future actions for improvement and development. English language programs can move forward after identifying their blind spots and tinker of some proper corrective actions. Usually, people learn better from their mistakes.

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REFORMATION IN TEACHERS' RECRUITMENT IN THE EFFORT OF DEVELOPING TEACHERS' PROFESSIONALISM

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Abstract: The quality of Indonesian education tends to decline in the last recent years. The results of study carried out by PISA on mathematics, natural sciences and language in 2009 and the study conducted in 2007 and 2011 by TIMSS on mathematics and natural sciences may justify this claim. PISA's study uncovered that Indonesian students were only in level 3 (out of 6 levels). Whereas, TIMSS' study revealed that around 95% of Indonesian junior high school students could only reach intermediate level (among five levels). The question is: what is wrong with our education? Unfortunately, we cannot precisely point out what the cause(s) is/are. The results of UKA and UKG held by the Ministry of Education and Culture in 2012 may be the answer. The mean scores of the two tests were respectively lower than the passing grade of UN: 42.25 and 45.82. The low level mastery of the students on those subjects and the low level of teachers' competence are believed to be correlated. If we want the quality of our students to be better, the quality of teachers must be developed. One of the ways of developing teachers' professionalism is by reforming the way of teachers' recruitment.

Keywords: *UKA, UKG, UN, competence, professionalism*

Introduction

Some people are optimistic that the quality of Indonesian education at present is good enough. They base their view on the fact that the percentage of students who pass in UN in every level of education every year is increasing. Nationally, for instance, the passing rate of UN this year is above 90%. They argue that this is a valid indicator to claim that the quality of Indonesian students is really good. However, some others are still pessimistic. For them, the quality of Indonesian education is "not really good". They argue that the increasing percentage of students who pass UN in all levels of education every year cannot become basis of justification because UN itself still contains a number of controversies.

If it is related to the achievement attained by our students on three school subjects: mathematics, natural sciences, and language in the world level the pessimistic opinion may not be groundless. The results of research carried out by PISA (*Programme for International Student Assessment*) on these three subjects in 2009 uncovered that the highest level Indonesian students could reach was only level 3 (out of 6 levels). Whereas, the study conducted by TIMSS (*Trends in International Mathematics Science Study*) on mathematics and natural sciences conducted in 2007 and 2011 revealed that around 95% of Indonesian junior high school students could only reach intermediate level (among five levels) (Departemen Pendidikan dan Kebudayaan, 2013). These two studies may become a justification for the above claim.

Yet, it is generally agreed that mastering mathematics, natural sciences and language are three essentials facilities students should have in order that they can enjoy their lives. By having adequate mastery on mathematics students will be able to solve their basic calculation problems in their daily life, such as: addition, subtraction, multiplication, or/and division. They will also be able to calculate the total number of what they are buying and calculate the amount of change they will get if the amount of money paid is bigger than the amount of the staffs bought. Not only that, mastering mathematics will also help someone to carry out more complicated arithmetic problems such as predicting or estimating.

By mastering natural sciences people will understand the principles, the nature and the application of natural sciences. In biology, for instance, students will be introduced with various Indonesia flora and fauna, the way to preserve and the advantages they may benefit from those natural resources. In chemistry, they will be introduced with the way of using apparatus and the right techniques in observing and measuring physical volume for the purpose of scientific studies. In geography, the students will be able to understand the dynamic of 'planets in universe' as well as its influence on life.

By mastering language, especially a foreign language like English, the students will be able to accomplish various kinds of communicative purposes. They will be able to express their emotions, needs, thoughts, desires, or attitudes as well as to clarify or classify ideas in their mind. By using the language they will be able to establish and maintain good social relations with individuals and groups. By using the language, they will be able to control the behavior of others through advice, warnings, requests, persuasion, suggestions, orders, or discussion. By using the language they will be able to talk about objects or events in the immediate setting or environment or in the culture, to discuss the present, the past, and the future. By using the language they will be

able to talk about language, and by using the language they will be able to manipulate the language creatively in rhyming, composing poetry, writing, or speaking (Finocchiaro, 1989).

The data presented above inevitably lead us to a tentative conclusion: there must something wrong with our education. The question is, "What is wrong with it?"

The quality of Indonesian education

It is not easy to point out any single cause of the decrease of the quality of Indonesian education. There are a number of possible answers to this question. What Wetson (2008) found could be the answer. Wetson, for instance, mentions two issues: deployment and mismatch. Based on Wetson's report that there was no overall shortage of teachers in JSS but teacher deployment was uneven, with the result that some districts and schools have excesses and others shortages of staff. This is supported by another report published by UNESCO in 2012 which revealed that 68% of urban primary schools have too many teachers, while 66% of remote primary schools have shortages. Regarding the mismatch, Wetson (2008) reported that there was a considerable mismatch of teachers, where teachers have to teach a subject for which they are not qualified. Moreover, the share of pre-primary teachers with at least a diploma ranges from 60% in Banten to only 1% in Maluku.

However, since students' learning is for most part influenced by the intervention of teachers, students' achievement may not be separated from the teachers' competence. The result of UKA (*Ujian Kemampuan Awal, Assessment of Teachers' Initial Competence*) and UKG (*Ujian Kompetensi Guru, Assessment of Teachers' Competence*) held by the Ministry of Education and Culture in 2012 may be the answer. In the first assessment, the mean score obtained by the teachers was 42.25. Whereas, the mean score obtained in the latter was 45.82 (Departemen Pendidikan dan Kebudayaan, 2013). These two means scores were apparently lower than the passing grade of UN (*Ujian Nasional, National Examinantion*). The low level mastery of the students on those subjects and the low level of teachers' competence are believed to be correlated. In other words, students' achievement is correlated with teachers' professionalism. That is why developing teachers' professionalism is a must.

Developing Teachers' Professionalism

Teaching is a profession, not just a job. That is why teaching profession, as other professions such as doctor, engineer, painter, sculptor, and the like, cannot and may not be done by anyone whose bases are just spirit and readiness to be teacher, let alone if the reason is because of there is no other job vacancy available. Teaching profession should be done by someone who has special training or a particular skill, often one which is respected because it involves a high level of education (Cambridge Advanced Learner's Dictionary, 2008). It is no wonder then that this kind of person is called a professional.

Similarly, teaching profession should be done by a professional teacher. A professional teacher, in accordance with Hamalik (2004), should master the principles of education, be able to plan teaching and learning program, be able to manage classroom interaction, master various kinds of teaching method, be able to assess students' achievement objectively, be familiar with the function and program of counseling service at school, be familiar with school administration management, and be able to comprehend and translate the results of research in the field of education for the purpose of teaching improvement.

This paper tries to focus on the first principle of education, that is, mastering the principle of education. Every generation may hold certain principle of education. In contextual teaching and learning (CTL), Suyanto, et al. (2001) mention seven principles of education: constructivism, enquiry, questioning, learning community, modeling, authentic assessment, and reflection.

Constructivism is a principle that lets learners construct their own sense of meaning from new experiences based on prior knowledge. So, prior knowledge plays an important role in learning because it is that prior knowledge that facilitates learning. It invites 'the schemata' of the existing knowledge or experience into being. Rumelhart (in Spiro, 1980) claims that "Schemata are employed in the process of interpreting sensory data (both linguistic and nonlinguistic), in retrieving information from memory, in organizing actions, in determining goals and sub-goals, in allocating resources, and generally, in guiding the flow of processing system. That's why it should become the basis for buiding and setting up new knowledge and skill.

Enquiry is a principle that begins the process of teaching and learning with observations and progresses to understanding a concept or phenomenon. According to Kellough et al. (1993), there are three levels of inquiry. The first level is where the problem identified by teacher or textbook, the process of solving the problems is decided by the teacher or textbook and the identification of tentative solution is resolved by student. The second level is the problem identification is done by teacher or textbook – the same aqs the first level, the process of solving the problem is decided by student, and identification of tentative solution is resolved by student. The third level of inquiry is: problem identification is done by student, process of solving the problem is decided by student, and identification of tentative solution is resolved by student.

Questioning is the principle of education that should be understood by a teacher. Ideally, it is the students who will ask questions a lot, because it is they who learn. However, this does not happen in most of our school classes. A number of reasons can be pointed out as the source. Brown (2001) argues that teacher's questions provide necessary stepping stones to communication.

Modeling is a principle that requires teachers on three things (1) to think aloud about the learning process, (2) to demonstrate how the teacher wants students to learn, and (3) to do what he wants students to do. The principle of modeling also requires teachers to demonstrate how the teacher wants students to learn. Other thing that is important in modeling is doing what is expected from the students to be able to do. In other words, the teacher should demonstrate how to do and what to do. Kellough et al. argue that students like demonstration, especially those that are performed by the teacher because he or she is actively engaged in learning activity rather than merely verbalizing about it (Kellough, et al., 1993).

Learning Community principle is believed that learning can be created better if a teacher is willing to speak and is willing to share his ideas to others. Of course, the willingness to speak and share ideas includes the willingness to listen other people speak and other people share ideas. In addition, this principle of learning encourages learners to collaborate with others. Collaboration may occur between students and teachers, between students and students, between students and school, between English students with other students from other departments, etc. Moreover, it may also happen between school and factories, or between school and communities at large.

Authentic assessment is not different very much from any other assessment in the sense that it is intended to (1) evaluate and improve student learning, (2) identify student strength and weaknesses, (3) assess the effectiveness of a particular instructional strategy, (4) evaluate and improve the effectiveness of curriculum programs, (5) evaluate and improve teaching effectiveness, and (6) communicate with parents and guardians and involve them in their children's learning (Kellough, 1993). So, authentic assessment is "the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant activities (O'Malley, 1996).

Reflection is the last principle. According to Chambers Essential English Dictionary (1995), reflection delivers from the word reflect which means thinking about something carefully. For the teacher, for instance, he or she can think about the objective(s) formulated and the achievement his students made. For a learner, reflection is also important. By reflecting, he can also make some notes on how he felt about the lesson that day, which part(s) of the lesson that he could understand and perform well, and which part of parts of the lesson that he could not understand and could not do the task(s) well. According to Johnson (2002) teaching and learning is hand-in-hand act and reciprocal process where one depends on and affects the other". So, the success of teaching and learning does not depend solely on the teacher nor the students. It depends on both of them.

Recruitment of Teachers

To meet the requirements of professional teacher as discussed above a good system of recruitment of teachers is needed. However, at present, the recruitment of teachers seems to be very simple and easy. It is not much different from the recruitment of other PNS (civil servant) of non-teacher category in general. The applicants are just required to accomplish all the administrative requirements and then take a test. The test will be the same for all applicants no matter whether they apply for teacher position or for non-teacher positions. Generally, the applicants have to take written tests on Indonesian language, English, and general knowledge. For those who apply for non-teacher positions, the process of recruitment ends in this stage. However, for those applying for teacher position, if they pass the written test, they should have an interview. If all these stages can be accomplished successfully, they are considered to meet the requirements and have the right to be full teachers.

In case of teacher recruitment, such kind of process is not enough. This kind of recruitment will not enable to catch the real fish from the water. It might catch some fish but the fish caught is not the one which is really needed. The test might find future teacher whose administrative requirements meet the conditions stipulated by the committee. However, a fundamental question that should be answered is, "Can such kind of test find the real candidates of professional teachers?"

I believe that there must be a better way to select the candidates. For instance, in addition to the 'traditional' way of recruitment, the candidates can be asked to make a lesson plan (RPP) based on the curriculum implemented. Later, based on the RPP they made, they are asked to practice teaching in a real class. For this purpose, cooperation with other relevant institutes is a must. So, the consideration whether the candidates are suitable for the profession is not only based on the result of written test on the three areas, but it must also be based on their ability to program the lesson, and to perform teaching practice well.

Through this way, it is assumed that the candidates screened will be better compared to the present method which merely relies on the result of written test. Some might disagree with this way. They argue that this kind of recruitment is not practical and not economical either. This method needs a great number of examiners and it takes quite long time too while new teachers are badly needed. One solution for this dilemma is by

applying the model of teacher recruitment which had been implemented before our independence. At that time, the teachers recruited were categorized into five categories: (1) teachers graduating from an LPTK; they have full responsibility, (2) teachers without attending an LPTK and recruited through teacher examination, but they will get lower salary, (3) teacher assistant recruited through teacher assistant examination, (4) teachers doing apprenticeship, and (5) temporal teacher (Nasution, 1983).

Continuous development of teacher's professionalism

In addition to a good system of teacher recruitment, continuous development of teacher professionalism must also be maintained. As a professional occupation, teacher's professionalism should be continuously developed and upgraded. This is because of the fact that knowledge, skills, and expertise in this profession are always changing and developed. New ideas, new concepts, new theories, new approaches, new methods and strategies of teaching are introduced. Teachers may not merely depend on what they have already got from their LPTK some years before.

Of course the one who is mostly responsible for the development of teacher's professionalism is the teacher him/herself. To support their knowledge teachers should keep up with the field through regular reading and conference/workshop attendance. In the past, buying textbooks or attending conference or workshop that charges payment might be beyond the teachers' capability. This is because of the salary they got at that time was not enough to afford them. However, the situation is changing now. By the additional income they get from teacher certification, teachers may spare some amount of money for these purposes.

Attending meeting held by a group of teachers of the same field (MGMP) regularly is another worthwhile to develop teachers' professionalism. Through the meeting, a teacher may get solution of the problem he or she faces in his/her class from other colleagues. They may also learn new ideas, methods and strategies of teaching shared by other teachers.

Getting involved in workshop or training in the field is another appreciated effort to do. Regularly, the Ministry of Education and Culture holds workshop and training for teachers on related fields. However, since the number of teachers are so large while the fund is limited, not all teachers have the chance to get involved in this training and education. This weakness can be overcome by this strategy. Headmaster can assign the teacher(s) who attended the workshop or training to disseminate it to their colleagues. There are two advantages that can be benefited from this. First, it will train the teacher who attended the workshop or training to be more skillful in the field. Second, other teachers who do not have chance to attend the workshop or training will get the same benefit too, without leaving their students and family.

Other thing that should also be done, if is not yet, is making the role of headmaster more effective. Headmaster should regularly check if the teachers have made scenario of their lesson plan. And if it is necessary, once in a while he does incognito visit to a class to see a teacher teaching. In this occasion, he may find out whether what has been planned by a teacher is approximately executed or not. By doing this, I believe, in the long run, there will not be any more teachers coming into the class without any preparation.

Superintendent is the other part that is also responsible for the development of professionalism of teachers. One of the tasks of superintendent is to give guidance for the teachers to improve their teaching practices. To make supervision and guidance more effective, recruitment of superintendent should also be considered thoroughly and comprehensively. An ideal superintendent, should be selected from senior and experienced teachers, not from young and unexperienced ones. This is important to consider because a superintendent does not only deal with supervision business but also deals with psychological matters. Young and unexperienced superintendent might have problem in supervising "old and experienced teachers". Especially for eastern people like Indonesians, most of youngsters are still "ewuh-pakewuh" (feel uneasy) to give suggestion and guidance to old people though they know it is good for them.

Closing

From the whole discussions throughout this paper I finally come to the conclusion that students' learning cannot be separated from teachers' professionalism. One initial step to select professional teachers is through a good system of teachers' recruitment. Once professional teachers have successfully been chosen, maintaining, developing and improving teachers' professionalism may not be stopped. Teachers' professionalism should be continuously developed through various kinds of measures and activities.

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Biodata

Abdul Muth'im, a senior lecturer in the English Department of Lambung Mangkurat University Banjarmasin, was born in the village of Mandiangin, Kecamatan Karang Intan, Kabupaten Banjar, Kalimantan Selatan province on June 6, 1955. His S3 on the Teaching of Language Education was obtained from the State University of Malang in 2013. His main interest is in the field of teaching and learning English as a foreign language, especially in the teaching of writing. During his teaching career, he has written three books and tens of papers which were locally, nationally and internationally presented in different seminars and conferences.

TEACHER EMPOWERMENT THROUGH MGMP

Agustin Hartati

Abstract: The focus of this study is the teacher empowerment through MGMP (*Musyawarah Guru Mata Pelajaran*: teacher organization based on the subject matter found at schools in cities or regencies). The aim is to identify and describe the empowerment of teachers carried out by English MGMP in Bandung. The method used is qualitative. The findings: the teacher empowerment hasn't run according to the function of management and the empowerment elements -- conducive situation, motivation, potential, opportunity, protection, and awareness. The empowerment steps -- enabling, facilitating, consulting, collaborating, mentoring, and supporting haven't been followed well, so it hasn't been able to improve the teachers' competencies optimally. Recommendation: 1. The function of management, the elements and the steps of teachers' empowerment should be implemented consistently and thoroughly. 2. The presence of management, who are smart, dedicated, knowledgeable, entrepreneurial, and have strong leadership. 3. The reward to value the position of chair and secretary equal to eight and four teaching hours. Suggestion: "Model Pemberdayaan Guru Melalui MGMP" should be implemented.

Keywords: MGMP, empowerment, human resource management, human resource development

Introduction

Based on the pre-research, some of the reasons of the low competence of teachers are: *First*, many teachers have never been or seldom attend workshops or seminars related to their profession. *Second*, the implementation and the result of the teacher empowerment available hasn't been optimum. *Third*, the teacher empowerment as part of CPD (Continuous Professional Development) doesn't suit the teachers' needs. According to Kauffman, the father of needs assessment, it happens because the trainings or up grading for teachers are not based on the need assessment – the method to know the gap between the expected condition and the real condition.

The fact is that a lot of teacher training and education do not consider about the teachers' condition (where they are from, how long their teaching experience are, etc). For example: teacher trainings and development do not differentiate whether the participants come from Java or Papua, from villages or big cities, their teaching experience 2 years or 20 years.

Apart from those, the teachers' weaknesses related to their competence -- pedagogic, personality, social, and professional competence-- are not given specific attention for every individual teacher. In other words, the available teacher empowerment in general seems 'uniform' or generalized for all teachers without considering their back ground, weaknesses, and their experience, while their needs are 'not uniform' or diverse. Because of those reasons, training and development for teachers as part of CPD must be prioritized. This kind of program must be implemented continuously and sustainably to make Indonesian teachers professional.

Indonesia has a big number of teachers; consequently it needs a lot of teacher training and education institutions. The government' training institutions are very limited, so it is why we need to find an alternative institution which can organize training and development for teachers which is fair, prevalent, and comprehensive.

The existence of MGMP is very strategic as the alternative solution to provide teacher training and education institution since the government in the cities/regencies as well as in provinces cannot provide the sufficient institutions.. However, in fact, the MGMP are very limited in their activities because of the following: *First*, the competency limitation of the organizer and caretaker in managing the teacher training, education and development. In organizing a training, education, and development successfully, it is needed to implement the functions of management including planning, organizing, actuating, and controlling as Terry said. *Second* is the limitation of facilities and infrastructure. To improve the quality of teachers through MGMP, we need some facilities and infrastructure, such as a building which is always available to be used for the routine activities, and other needs like stationary, paper, in focus, etc. *Third* is the limitation of fund. Although there is block grant from the government, it is not sufficient because there are too many teachers who must be trained and developed. *Fourth* is the limitation of authority. Although MGMP is a professional institution, it has no authority in deciding policy. *Fifth*, the training or/and workshop material is overlap. In many occasions, what has been given in a workshop is also taught in the training. This condition may cause the teacher who participates in the activity will get bored and eventually they will pay no good attention on the activity.

Findings

Teachers' empowerment through English MGMP

a. Planning

The aspects planned in this English teacher activity are; the materials, the time, the place, the (resource) speakers, and the budget. The steps taken in planning are: doing need assessment before the training begins by making the list of teachers' needs. The MGMP members are involved in the need assessment to decide the materials will be given in the routine activities and in the development program.

The underlying theories are: empowerment theory, human resource management theory, and the theory of human resource development.

The steps in the need assessment activity are as follows: first, brainstorming. Brainstorming is making compilation of ideas, information, and experiences from all the teachers who come. Then, the mind map is made and discussed. The last, the activity plan is decided for a single activity, a semester, or for a year. This activity is usually carried out few days before the implementation of empowerment program or after getting the block grant.

In general, the planning for the English teacher empowerment through MGMP has a number of strength, weaknesses, opportunity, and threat. The strength in the teachers' empowerment planning for example is the plan to employ native speakers, to find fund by having collaboration with publishers and universities. One of the weaknesses is the budget limitation. In this case, the MGMP management expected the aid from schools. However, many headmasters are not enthusiastic in supporting this activity. One of the reasons is that when a teacher joins the activities in MGMP, he/she will leave his/class and do not teach. Because of this, the exit permit is not given to teachers. In the other hand, the 7,5 – 20 million rupiahs per MGMP per year block grant from the government through LPMP (*Lembaga Penjaminan Mutu Pendidikan*) is not enough for improving teachers' competency from 27 public high schools and 107 private high schools.

b. The Implementation of English Teachers' Empowerment

The materials discuss in the routine and developments activities are: the syllabus, Lesson Plan (*RPP* or *Rencana Pelaksanaan Pembelajaran*), KKM (*Kriteria Ketuntasan Minimal* or minimal completeness criteria), teaching program, teaching-learning models, teachers' competency test/TOEFL, SKL (*Standar Kompetensi Lulusan*), ICT-based material development, and comparative study.

In the year of 2011-2012 the focus of discussion in English MGMP of Bandung City tended to the improvement of professional competency rather than pedagogic competency. Teaching models were always of teachers' interest that a lot of teachers came to the seminars or workshops. Teaching models for *speaking*, *reading* and *writing* are given in two meetings. In the training of "*How to teach speaking*" a native speaker was invited as a resource. In fact the availability of a native speaker was really expected, that Ibu Garlina, one of the participants said, "*MGMP Bahasa Inggris ada kemajuan dengan mendatangkan orang 'bule' sebagai nara sumber*". To improve professional competence related to listening skill, reading skill, and vocabulary, there was collaboration with UPI (*Universitas Pendidikan Indonesia*) language centre.

Although the focus of empowerment was on professional and pedagogical competence, the social competence was also reckoned, for example when one of the members was sick or has celebration, the chair and the board will come to visit. They also sometimes have gathering out of the formal meeting.

English MGMP also collaborated with some sponsors, publishers, and some institutions, such as English course, and universities. The form of collaboration could be the provision of speakers, national examinations try out, ICT training, fund giving, lunch providing, etc. All of the collaboration and activities actually depends on the chair's initiatives that supported by the board. If the chair doesn't have the initiative, there will be no activities.

c. The Evaluation of English Teachers' Empowerment

Evaluation is an activity to know the achievement implemented by English MGMP.

The evaluation is usually about materials, time, place, speakers, facilities, and the budget. The evaluation was done to see whether the empowerment activity had been done suitable to the planning and to know the participants' satisfaction. The evaluation was done at the end of a set of activities or at the end of the semester, or at the end of the year. The result of the evaluation can be used as feed back to the chair and the board, and at the same time as the reflection for all MGMP element and stakeholders.

There is usually a pre-test before the activity begins, and the post test is done after the training implementation. The pre-test is not always implemented, but the post test is always done. Other kind of evaluation is a written report to the fund giver, such as Dinas Pendidikan, LPMP, or other institutions. Other kind of evaluation is questionnaire given to the participant of empowerment. The result of this questionnaire can be good feedback from the members for the chair and the board.

Discussion

Teacher empowerment in MGMP is one of the management aspects that can optimize the educational human resource competence so they are able to give their best services. It is suitable to what Corazon said in Milwadani (2000:241), that empowerment can push active condition to create the initiative, free response, independence, and responsibility individually and collectively. Empowerment can also mean as the effort to arouse power, and influence to others so that teachers are able to do their task and responsibility very well (Napier 2010:324). Related to what Corazon and Napier said, after joining the activities in MGMP English teachers in Bandung City should develop into responsible, innovative, independent, and powerful teachers that can carry out their professional task in the classroom.

Pynes (2008:3) stated that the theory of human resource management is a design of formal systems in an organization to ensure the effective use of employee's knowledge, skills, abilities, and other characteristic to accomplish organizational goals. In addition Stewart (1998:77) exposed the steps of empowerment as enabling, facilitating, consulting, collaborating, mentoring, and supporting, and also the MGMP slogan: from teachers, for teachers, by teachers. In fact all have been done by English MGMP. To complete the theory from Stewart, Narayan from World Bank (2002:18) mentioned the four elements of empowerment 1) access to information, 2) inclusion and participation, 3) accountability, 4) local organization capacity.

Conclusion

Based on the findings of the interpreted research result, some conclusions are defined as follows:

1. The planning includes the time, place, material, budget, and speakers. The plan was made especially before the activities funded by LPMP with the block grant. the plan can be modified during the activity if there is a new policy from the government. This change can fulfill the teachers' needs of new knowledge.
2. In the implementing or actuating, the forms of the empowerment were training and education, discussion, seminars, workshops, book review, and lesson study.
The focus of the empowerment was on the professional and pedagogic competence, such as teaching material mastery and the teaching skills. Social competence and personal competence were also developed by maintaining the social relationship such as attending and visiting the member who was sick or has celebration. Entrepreneurship and collaboration with other institutions should also be employed in order that the activities run well. The chair's personality and competence play an important role in managing MGMP. The chair is expected to be smart, ICT user, religious, attentive, facilitating, dedicated, committed, and has entrepreneurial spirit. If a chair has these kinds of personality, it is expected that MGMP can be economically independent so it can fund itself for the activities.
3. Evaluation was done formally by making a written report to LPMP, and informal report in the board discussion.
Unfortunately, monitoring and evaluation for the application of the empowerment activities in the field/classes haven't been done by the supervisor/advisor (pengawas), , and the headmasters.
4. Supporting factors are a) the dedicated, motivated, creative, innovative, and full of spirit chair of MGMP, b) Good access and good relationship with other institutions that have good attention to the education matters. c) active participation from the teachers as the MGMP members. d) the advisor/supervisor who gives motivation, directions, control, and support.
5. The obstacles are the business of the chair and the members that disrupt the activities, fund limitation, the limitation of support from stakeholder.

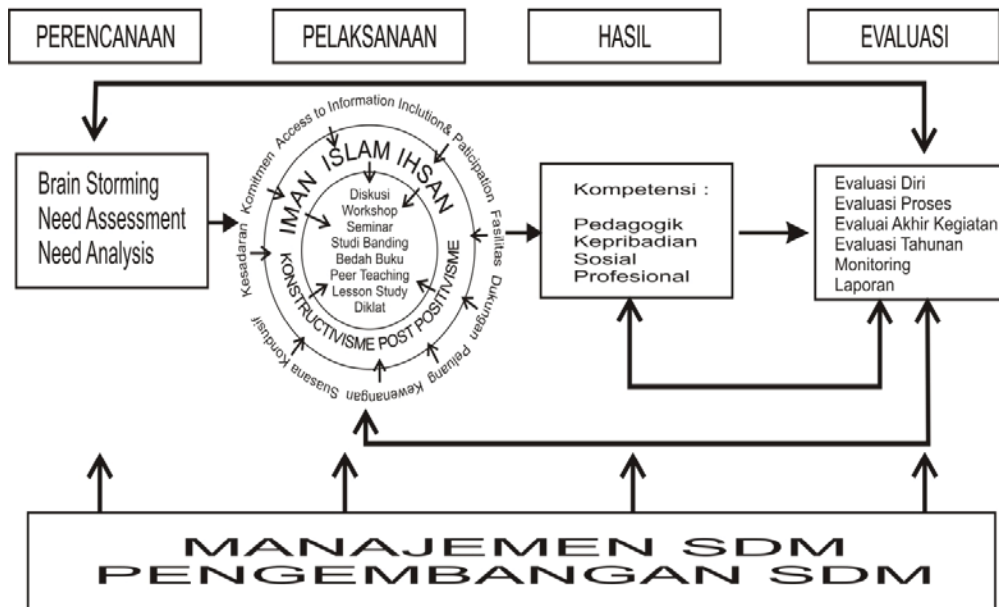
Suggestions

1. For the board, supervisor/advisor, and the members/teachers:
 - a. to plan specific and innovative activities only for teachers not other professions.
 - b. To make the existence of MGMP recognized
 - c. To yield better characters such as honest, noble, model, discipline, religious, etc. as personal competence, it's better to have a kind of six minute lecture (*Sundanese: ceramah genep menit* or *ceragem*) before every activity or meeting to improve the teachers' faith, Islam, Ihsan and to enhance the motivation and awareness as professional teachers.
2. For headmasters, supervisors, chairs, and education office:
 - a. To employ the functions of management (Terry: planning, organizing, actuating, controlling) in implementing the teachers' empowerment. Monitoring and evaluating also have to be done regularly.
 - b. To employ and fulfil the element of empowerment: enabling, facilitating, consulting, collaborating, mentoring, and supporting comprehensively in order that the process run well and is successful.
 - c. To select the board who are dedicated, motivated, has high leadership, has the spirit of entrepreneurship, has good personality and knowledge. In addition the MGMP leader must be able to think logical, objective, interrelational, functional, creative, and operational that means a leader should have a higher

order of thinking skills to live in this chaos global world. MGMP is also expected to be the agent of (education) change.

- d. To motivate teachers to wish as the chair/board of MGMP and at the same time to make it easier to ask for his/her accountability, the chair position is valued as 8 teaching hours.
- e. To make the teacher empowerment successful and sustainably, the researcher suggests the "Model Pemberdayaan Guru melalui MGMP" or The Teacher Empowerment through MGMP as follow:
- f.

MODEL PEMBERDAYAAN GURU MELALUI MGMP



The picture above explains that the empowerment planning begins with brainstorming followed by need assessment . Next, in the implementation step, some activities are implemented such as training and education, discussion, seminar, workshop, book review, lesson study, etc. These activities are implemented based on the grounding theology: faith, Islam, ihsan, while grounding philosophy underlying this model is constructivism and humanism.

The underlying theories are: empowerment theory, human resource management theory, and the theory of human resource development. The out put or the product of the teachers empowerment is the improvement of the teachers' competence which includes pedagogic, personality, social, and professional competence.

The evaluation is conducted in all steps of the activities: in beginning, in the planning, implementing, and in the end of the empowerment activity. Thus, this activity runs as a cycle that never ends which matches the CPD (continuous professional development) – the obligation activity for teachers.

- g. The last but not the least, the other meaning of MGMP is **Make Guru More Professional**. MGMP is the place with double I (read as double eyes) means **Important and Inspiring**.

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STRATEGIES OF LEARNING LISTENING SKILL EMPLOYED BY INDONESIAN EFL LEARNERS IN RELATION WITH GENDER AND PROFICIENCY

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Abstract: This paper reports the findings of listening strategies employed by Indonesian EFL learners. Two objectives are addressed here: 1) identifying the difference in the use of strategies in learning listening skill between males and females, and 2) investigating the contribution of the strategies to the listening proficiency. The data were collected from 609 second year senior high school students from eleven institutions in East Java Indonesia. They were required to complete an 85 item questionnaire of fourteen categories of strategies to learn listening skill and a 10 item self-assessment of listening proficiency. The results of the analysis revealed that there is a statistically significant difference in the use of ten types of strategies by males and females, including resources-processing, interaction-based, scanning, metacognitive, selective attention, self-monitoring, compensation, input-output processing, self-negotiating, and context-based strategies. The analysis also indicated that the use of three types of strategies of learning listening skill, resources-processing, compensation and input-output processing strategies, contributed to the students' listening proficiency significantly. Thus, strategies-based instruction focussing on the use of three most important strategies should be carried out in the teaching of listening skill.

Keywords: *gender, listening strategies, listening comprehension, listening proficiency*

Introduction

Listening is an active process to select, interpret, and understand what they heard from the auditory and visual clues in order to know the speaker's intension and expression (Clark and Clark 1977; Mendelson 1995; Richards 1983; Thompson and Rubin 1996). Listening is the first skill acquired in the native language and is important in the English as a Second/Foreign Language (ESL/EFL) learning (Bozorgian and Pillay, 2013). This is because listening activates students to proceed the information and create their own words to comprehend the aural input using their knowledge of world and language (Murphy, 1985; Mandelson, 1994; Young, 1997; Bidabadi and Yamat, 2011). In other words, students as listeners should employ various mental processes and are referred to learning strategies which "are conscious and they are intended to enhance comprehension, learning or retention" as an attempt to understand the spoken language (O'Malley, Chamot and Kupper, 1989). Therefore, in the context of ESL/EFL, teacher should facilitate and assist students to be actively comprehend and construct meaning from the spoken language using their prior knowledge. In addition, the focus of teacher of second/foreign language should lead students more on using their strategies to have better understanding than just listen to the spoken language (Mandelson, 1995:133; Thompson and Rubin, 1996). It has been also argued that knowing and employing learning strategies and other variables can give good impact on the students' listening skill (Vandergrift et al, 2006). Some research in ESL/EFL for listening skill found that there some factors such as proficiency level, task definition and background knowledge that lead to successful employment of learning strategies (Rubin 1994; Thompson and Rubin 1996).

There has been considerable interest in investigating the learning strategies of listening skill. Some studies were done by O'Malley, Chamot and Kupper (1989), Bidabadi and Yamat (2011) among others have investigated the correlation between the use of listening strategy and the students' listening abilities. O'Malley, Chamot and Kupper (1989) focused the study on the use of mental processes L2 learners use in listening comprehension (perceptual, parsing and utilization). They found that more proficient learners made use of both top-down and bottom-up processing strategies, and less proficient learners focused on individual words to construct meaning. Meanwhile, the use of Listening Strategy Questionnaire (LSQ) used by Bidabadi and Yamat (2011) in their study indicated that the students deployed metacognitive strategies more frequently and actively; followed by cognitive and socio-affective strategies, and there was significant positive correlation between the use of listening strategies and the students' listening proficiency. Similar finding was also directed by Abid, Dagher and Ridha (2010) who revealed that higher EFL proficiency learners employed the strategies of listening more frequently than the lower EFL proficiency learners.

Further study in relation to the influence of gender on the listening strategies use, Bacon (1992), for instance, investigated the effect of different gender toward the use of learning strategies; metacognitive and affective response in foreign language listening. It was found that male and female students adjusted the use of strategies differentially to the difficulty of passages; male students focused more on the use of cognitive

strategies, on the contrary with female students that used higher portion of metacognitive strategies. In relation to their comprehension process, both male and female students judged their comprehension in different ways; where male students tended to be more confident than female students. Moreover, the variations of strategy use did not affect the students' comprehension process.

Recognizing the limited studies on the importance use of learning strategies in improving the listening skill attainment, specifically in Indonesia, the current study aimed to describe whether: 1) male and female students employ different use of listening strategies and 2) the use of listening strategies affect their listening proficiency.

Research Method

The data of the present study were gathered from eleven senior high schools and participated by 609 students in East Java Indonesia. The subjects were comprised to 273 of male and 336 of female students, and were considered five years learning English as a foreign language; three years learning English in junior high school and two years in senior high school. This study used ex-post facto to find the different use of learning strategies of listening by both male and female students, and correlation design to answer to what extent the strategies contribute to their achievement.

The subjects were required to complete an 85 item questionnaire of fourteen categories of strategies to learn listening skill and a 10 item self-assessment of listening proficiency. The original items of questionnaire were 90 items and were derived from several listening strategies taxonomies. Having been tried them out to 41 second-year English students at Islamic University of Malang and analyzed the items for their construct validity using SPSS 15 program, 5 items indicated not significant. Thus, 85 items were used in the final version of the instrument as the questionnaire has been analyzed of its reliability measure using Cronbach's alpha method (Pallant, 2005) and found a reliability index of .966, suggesting that the data of students' listening strategies were very highly reliable.

The statistical analysis was conducted utilizing SPSS 15. The Independent sample t-test was used to determine whether there is significant difference in the learning strategies use of listening for both male and female students. Then, Standard Multiple regression analysis was made to see the influence of the strategies employed by the students on their listening proficiency.

Findings and Discussion

Findings

Question 1: Are there significant differences in the use of learning strategies of listening skill between male and female students?

Having been analyzed the comparison of strategies use in learning listening by two different gender, the result of the analysis are as follow:

Table 1. The Difference in the Use of Strategies of Learning Listening Skill by Female Students (N=336) and Male Students (N=273)

Strategy Categories	Gender	Mean (S.D)	Mean Difference	t-value*)
Self -Developing Strategies	Female	2.85 (.67)	.07	1.253 ($p<.211$)
	Male	2.78 (.64)		
Resources-Processing Strategies	Female	3.61 (.73)	.22	3.908 ($p<.000$)
	Male	3.39 (.68)		
Interaction-Based Strategies	Female	3.51 (.70)	.28	5.130 ($p<.000$)
	Male	3.23 (.61)		
Scanning Strategies	Female	3.21 (.71)	.13	2.356 ($p<.019$)
	Male	3.08 (.64)		
Form-Focused Strategies	Female	3.09 (.72)	.07	1.281 ($p<.201$)
	Male	3.02 (.69)		
Metacognitive Strategies	Female	3.39 (.71)	.29	5.050 ($p<.000$)
	Male	3.10 (.68)		
Selective Attention Strategies	Female	3.24 (.66)	.17	3.256 ($p<.001$)
	Male	3.07 (.63)		
Self-Monitoring Strategies	Female	3.40 (.69)	.24	4.315 ($p<.000$)
	Male	3.16 (.65)		
Compensation Strategies	Female	3.24 (.70)	.14	2.409 ($p<.016$)

Cognitive Strategies	Male	3.10 (.65)	.09	1.421 ($p < .156$)
	Female	3.23 (.77)		
Input-Output Processing Strategies	Male	3.14 (.69)	.27	4.626 ($p < .000$)
	Female	3.30 (.70)		
Self-Negotiating Strategies	Male	3.03 (.72)	.18	2.904 ($p < .004$)
	Female	3.12 (.68)		
Context-Based Strategies	Male	2.94 (.70)	.33	4.422 ($p < .000$)
	Female	3.34 (.95)		
Social-Developing Strategies	Male	3.01 (.89)	.03	.316 ($p < .752$)
	Female	2.73 (1.21)		
	Male	2.70 (1.13)		

The above table reveals that among fourteen strategy classifications, the female learners deployed all strategy categories at higher frequencies than the male learners. The most frequently used was resources-processing strategies ($M = 3.61$), and the lowest frequently used was social-developing strategies ($M = 2.73$) employed by female students.

Meanwhile, out of fourteen strategy classifications used by female students, ten types of categories indicated significant difference of the learning strategies. They were resources-processing strategies at $p < .000$, interaction-based strategies at $p < .000$, scanning strategies at $p < .019$, metacognitive strategies at $p < .000$, selective attention strategies at $p < .001$, self-monitoring strategies at $p < .000$, compensation strategies at $p < .016$, input-output processing strategies at $p < .000$, self-negotiating strategies at $p < .004$, and context-based strategies at $p < .000$. In the other side, four strategy categories showed insignificant difference in the use of learning strategies of listening deployed by female students. They involved self-developing strategies at $p < .211$, form-focused strategies at $p < .201$, cognitive strategies at $p < .156$, and social-developing strategies at $p < .752$.

Question 2: Does the use of learning strategies affect their listening proficiency?

In order to determine the influence of the learning strategies of listening on the learners' proficiency attainment, the result of multiple regression analysis is summarized below:

Table 2. Regression Analysis of the Predictability of Listening Skill from Learning Strategies

Dependent Variable: Listening Skill					
Multiple R	.528	Analysis of Variance			
R Square	.279		d.f	Sum of Squares	Mean Square
Adjusted R Square	.262	Regression	14	5800.353	414.311
Standard Error	5.022	Residual	594	14979.542	25.218
		Total	608	20779.895	
		F = 16.429	Significance F = .000		
<i>Coefficients</i>					
<i>Predictor Variables</i>	<i>B</i>	<i>SE</i>	<i>Beta</i>	<i>t</i>	<i>Sig. t</i>
Self-Developing Strategies	.331	.572	.037	.579	.563
Resources-Processing Strategies	1.439	.470	.176	3.064	.002
Interaction-Based Strategies	-.055	.559	-.006	-.097	.922
Scanning Strategies	.856	.555	.100	1.542	.124
Form-Focused Strategies	-.295	.429	-.036	-.688	.491
Metacognitive Strategies	.168	.496	.020	.338	.735
Selective Attention Strategies	.731	.502	.082	1.456	.146
Self-Monitoring Strategies	.136	.555	.016	.244	.807
Compensation Strategies	1.312	.537	.153	2.441	.015
Cognitive Strategies	-.018	.403	-.002	-.044	.965
Input-Output Processing Strategies	.845	.428	.104	1.973	.049
Self-Negotiating Strategies	-.281	.399	-.033	-.703	.482
Context-Based Strategies	.050	.290	.008	.172	.863
Social-Developing Strategies	-.028	.209	-.006	-.134	.893
Constant	16.152	1.229			

The table of the standard multiple regression analysis above shows that the multiple regression correlation (Multiple R) is 0.528 with the adjusted R Square is .262. This statistical result indicates that 26.2% of the learning strategies use affect the students' listening skill where the variance of the proficiency measures is significant with an F-value 16.429 ($p < .000$). Among fourteen strategy classifications, three categories

significantly and positively contributed to the students' listening proficiency; resources-processing strategies with t-values of 3.064 ($p < .002$), compensation strategies with t-values of 2.441 ($p < .015$), and input-output processing strategies with t-values of 1.973 ($p < .049$).

Discussion

The finding of the statistical analysis indicated that female learners were at higher users for all (fourteen) strategy categories than male students concerning to the first research problem. This means that gender had influenced the use of strategies of learning listening. Among the strategy classifications, ten types of them showed significant difference employed by females. The strongest strategy types used at $p < .000$, were resources-processing strategies, interaction-based strategies, metacognitive strategies, self-monitoring strategies, input-output processing strategies, and context-based strategies. Females were considered as active and selective learners to use these strategies such as looking for resources to song or movies, monitoring their progress of learning, asking for repetition, taking note while listening, guessing the meaning based on the familiar words or sentences and expressions, and so forth. As stated by O'Malley and Chamot (1990) cited in Bidabadi and Yamat (2011), "such learners attempt to take control of their cognition in order to reach their goals. This also means that females who were reported higher and more frequently employ many strategy categories, have better performance in their learning (Green and Oxford, 1995:265 cited in Abid *et al.*, 2010).

Conforming to other studies investigating the use of strategies of listening between different genders, the finding of the present study was not in line with some previous studies. Bacon (2011), for example, found that the strategies used by male and female learners had no significant difference in the process of listening comprehension. Similarly, Abid, Dagher and Ridha (2010), who investigated the relationship of learners' gender and the use of listening strategies, found that the use of six types of strategies on SILL did not indicate significantly difference by both group of gender. However, the result on the current study reporting females were at higher use of the strategies employment in listening, was supported by Abid, Dagher and Ridha (2010) who study in the same field of investigating the relationship of the strategies use and the learner's gender.

In relation to the second investigation, the result of regression statistic analysis showed that the strategies deployment significantly and positively affected the students' listening proficiency attainment although the variance was just 26.2%. These types of categories lied on resources-processing, compensation, and input-output processing strategies, with the first one were at strongest point of significant predictor. Regarding the finding with some studies, it was supported by Bidabadi and Yamat (2011) who found that there was significant positive relationship between the use of listening strategies and the listening proficiency levels of Iranian EFL freshmen university students. Similarly, Abid, Dagher and Ridha (2010) using SILL and applying one way ANOVA test for statistical analysis also revealed that learners with better EFL proficiency used the overall strategies and each of the six categories of strategy significantly more frequently than learners with lower EFL proficiency do. Yang (2007:52) states that more proficient learners applied the learning strategies more frequently which affected their language proficiency than less proficient ones. The practical implications for teachers, regarding with the three most affected strategies on listening proficiency, they should carry out strategies-based instruction in the classroom. Thus, strategy-based approach can enhance students with the ability of tackling their difficulty in the listening comprehension (Berne, 2004).

Conclusion and Suggestions

The present study is aimed to find how intensively strategies of learning listening skill used by male and female students and to measure how much the strategies affected the students' listening proficiency. Having been presented previously, the result showed that there was a significant gender differences on the use of overall strategy classifications. Females more intensively used the overall strategies. Moreover, the strategies deployment affected the students' proficiency in listening positively and significantly for the three influential strategies of resources-processing, compensation, and input-output processing strategies.

What these findings imply is that teachers should emphasize more on the strategy-based instruction in the EFL listening classroom activities. The English teachers should train male students be aware of the necessity of the strategies use of learning listening contributing to their listening proficiency and as alternative, English teachers ought to facilitate their students to listen to English songs or movies, and more specifically the students are recommended to be trained to use visual clues and intelligent guesses for unfamiliar words or sentences while listening to English utterances. Finally, additional research can be carried out to verify the effect of strategy-based approach on students' listening achievement.

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ENGLISH LITERACY EDUCATION IN PRIMARY SCHOOLS: OPPORTUNITIES AND CHALLENGES IN GLOBAL COMPETITIVENESS

Chuzaimah Dahlan Diem

Abstract: The current issue of significant concern among literacy educators is whether English as a foreign language (EFL) literacy needs to be maintained as a local content or a compulsory subject in Indonesian primary schools. In fact, the learning of English literacy has become a trend in many major cities in Indonesia, including in Palembang, South Sumatra. Various experimental studies and surveys on learning EFL literacy have been carried out with varying results. Some researchers reported success but others claimed that they have not been able to make a difference in terms of the learners' achievements due to the minimum fulfillment of the specified criteria. This paper highlights the importance of EFL literacy learning for young learners both as opportunities and challenges to live in the global era and to have ownership of literacy skills from young age for the nation's competitiveness in the future.

Keywords: *curriculum, EFL literacy, EYL, global competitiveness, literacy education*

Introduction

Adequate ownership of English as a foreign language (EFL) literacy is a challenge, an opportunity, and perhaps a threat to some nations including Indonesia because English is still a means of international communication of first and foremost importance and is highly related to various aspects of human life in the 21st century. In Indonesia, EFL has long been listed in the official curriculum to be taught in secondary schools (The Decree of Minister of National Education and Culture No. 096/1967 cited in Halim, 1980).

In primary schools, although English has not been included in the national curriculum as a compulsory subject, many schools have been teaching English with reference to the local contents of the curriculum (Department of Education of South Sumatra Province, 1996; the Decree of Minister of Education No. 60/U. 1993; Government Regulation No. 32, paragraph 771, 2013). As evidence, Yusufardiah (2010) reported that all (100%) of the 42 schools which were randomly and hierarchically selected from the 348 elementary schools in the city of Palembang, South Sumatra, have been offering English as a local content subject and some have even started from the first grade. Admittedly, the offer of English to be given as a local content in primary schools is basically due to the need of the stakeholders, especially parents of the students, who want English to be taught early in the school for anticipating the future competitiveness of their children in the global era. This seems to be in line with what is stated by Crystal (2003, p. 5) that more than 100 countries in the world use English as an official language of the state and also many have English as the main priority in foreign language learning.

Nevertheless, the literacy skill achieved by the students in Palembang has still not been satisfactory (Diem, 2011). Therefore, this paper will discuss (1) the importance of English taught in the primary schools with all the benefits and challenges for the sake of the nation's competitiveness; (2) the condition of the literacy of Indonesian nation today based on various research results which were reviewed; and (3) the implications that may be considered to overcome the problems of EFL literacy in this country by offering English in the primary schools as a school subject so that the students will have already had the ability to use English well enough as they graduate from primary school. For these students English will become the devise as well as capital in their subsequent studies.

The importance of English Literacy to Young Learners in the 21st Century

According to Phillip (2008), young learners are children aged about 5 or 6 up to 11 or 12 years old. Most people assume that literacy learning at those ages has many benefits (Cameron, 2001; Harley, Howard, & Hart, 1995). They agree that children who learn a foreign language at a young age can build and acquire various language skills, such as better listening skill which will influence their future learning outcome. In addition, the aspect of pronunciation will also be able to last for longer period of time, even though this is only limited to language learning in the context of natural learning (immersion learning), rather than school-based learning. Harley et al. (1995) assert that learning a second language through natural absorption (natural immersion) will produce a different result from learning a foreign language on a regular basis as a subject in schools because children who learn the subjects through a second language can gain more language experiences. It appears that differences in the quantity of learning and speaking experiences will also affect the benefits acquired. However, a foreign language conveyed as a subject in primary schools especially when it is taught by a professional teacher, it can also increase children's receptive skills exceeding their productive skills.

In general, for novice or young learners, EFL literacy is more than just an *educational priority*. EFL literacy is a *final investment* for life in the future and is the first step towards all new forms of literacy necessary in the 21st century (Read UNESCO, 2013). Moreover, according to Hill (2008, p. 3) the ability of literacy in the 21st century is no longer limited to reading and writing, but has been expanded and includes all four language skills and involve knowledge and skills needed in a variety of other activities so that a person can function effectively in a society.

In accordance with the Decree of Minister of Education of Indonesia No. 60/U.1993 and the Curriculum of 1994, the school does have the authority to incorporate the English language into their curriculum as a local content (Read also Minister of National Education, 2002). Furthermore, given that Indonesia is now entering the global era, it would be better if the EFL literacy officially becomes a compulsory subject in primary schools nationally. In other words, learning EFL in primary schools for young learners is expected to bring citizens of this nation to truly become members of a global society from their early age (Graves, 2008; Halliwell, 2001).

The Current Condition of Literacy of Indonesian Nation

In connection with reading as one of the main indicators of literacy skills, it turns out that the ranking of Indonesian students' reading proficiency is still relatively low. The studies of Yusufardiyah (2010, pp. 34-35) and Diem (2011, p. 135) respectively show that 62% or 518 of 830 and 50.5% or 101 of the 200 students are at low levels and even very low levels. According to these two studies, lack of attainment of literacy skills at the primary level is due to the low quality of the learning plan (78.6%) and the learning process (21.4%) (Yusufardiyah, 2010, p. 30), and lack of ownership of EYL literacy learning facilities and infrastructures in most schools (Diem, 2011). In other words, the results achieved by the students are related with the minimum competency criteria (*KKM*) in many schools. It seems that the *KKM* are heavily influenced by various national education standards, especially the standards of educators (teachers) and educational staff (librarians and laboratory assistants) in determining the content of the curriculum and the learning process. This is probably the most important factor in addition to other important factors, such as facilities and infrastructures, especially the language lab and library (See BAN-S/M, 2013). This last factor is also a major challenge to the success of teachers and support staff in dealing with English literacy learning in primary schools.

According to the *English Proficiency Index 2012* (Education First 2013), *literacy skills* of speaking of Indonesian people are also at a moderate level of proficiency, namely rank 25th out of 60 nations surveyed, with a score between 54.59—52.27 (p. 5). For writing literacy, it does not seem much different from reading literacy. According to UNDP (2009) two thirds of the 775 million illiterate adults in 10 countries around the world include those who are located in Indonesia. The position of adult literacy of writing of Indonesian people is 88th of 180 countries. Currently there are approximately 38,000 Indonesian researchers, 1,300 of them are from LIPI, 7,997 of them are from research and development agency of various ministries, and the rest are researchers from universities and other organizations. Those researchers only published 2000 articles in the year 2010, far below other ASEAN countries (<http://www.lipi.go.id>). This means that the next generation of Indonesian people has the potential to always lag behind other nations in possession of literacy skills (Hawanti, 2011) and this can be a threat for Indonesian younger generation.

To overcome the backwardness of Indonesian nation is through teaching EFL literacy as early as possible to younger generation, so that various opportunities could be achieved by Indonesian nation and the ownership of English literacy ability can actually be a means of increasing various abilities in other areas in the face of global competitiveness.

With the teaching of EFL literacy from an early age as a compulsory subject, it is expected that the ownership of literacy skills will determine the existence of the students in other fields as they are on a higher level. Eventually, they will be able to master the English language in accordance with international standards (Graddol, 2000) as measured by at least having a paper-based TOEFL scores between 550-600 (The George Washington University, 2013).

How to Address the Changing Demands of Literacy in the Global Era

In the second decade of the 21st century, any information has been globalized, digitalized, and the motion is accelerated at the speed of someone's thought (Gates, 1999). Therefore, literacy in this new era, according to Morrell (2012/2013, p. 301), means understanding everything, in addition to knowing about the mp3, jpeg, and wav.file. This means that a person has the ability to program the HTML on his/her personal website (blog or wiki) and send email through a mobile phone or a tablet from inside a vehicle, or download pictures from his/her phone and move them into his/her laptop library. It also means that through technology, students are always connected indefinitely with colleagues via facebook, twitter, or a number of other social media sites whose users now are about hundreds of millions. The students who are now in primary schools are the products of this century. Most of them already have skills in using various aforementioned technologies. Therefore, they are also referred to as "digital natives." While the children who are about to go to kindergarten

next year, most of them will experience the life of the 22nd century. However, to master all the digital skills, there is still that much to be learned by young learners regarding how to process the information that overwhelm them through the new aforementioned portals of information. In other words, this is more of a serious challenge not only to the students but also to the teachers and other education personells. This is the importance of the educational facilities and infrastructures, such as libraries connected to the Internet. These facilities should be provided by the schools and utilized by the school teachers, so that schools can implement a variety of teaching strategies and learning literacy (Asselin, 2000; Asselin, Oberg, & Branch, 2003).

Furthermore, globalization can also be a threat to developing countries because the developed countries which have been prepared to take advantage of opportunities and overcome the challenges of this era will probably be able to win the global competition. Meanwhile, for the developing countries such as Indonesia, as it is not ready and is not able to compete by taking advantage of every opportunity and facing the existing challenges, then the country is actually threatened by the interests and intervention of developed countries (Bangkona, 2011; Rokhmani, 2009).

Educational Implications of EFL Literacy at the Primary Schools

The poor literacy skill as revealed by various studies, at the national, regional, or international level, indicate that the literacy achievement of Indonesian people cannot be proud of, compared with those of other countries and therefore, needs to be improved. One of the implications which can be done is the government's commitment to make EFL literacy as a priority need of some stakeholders in order to improve competitiveness. Therefore, educators, language and computer laboratory technicians, librarians, and school facilities and infrastructures should be prepared in a professional manner, so as to meet international standards. The teachers need to be educated to a higher level by considering the linearity of the field of study, which in this case is the field of EFL literacy education itself. The librarians need to pursue education in their respective sectors, namely the field of Library and Information Science (See Indonesian Act No. 43 of the Year 2007; See also Asselin & Doiron, 2003; Doiron & Asselin, 2005). In addition, the language/computer lab technicians should also pursue additional training (S1 Plus) in a related field.

Conclusion

Based on the discussion above, it is no exaggeration if EFL literacy is no more offered as a local content; instead it must be taught as a compulsory subject from early grades for the schools which really require it and have really fulfilled the national standards in terms of recruitment of teachers and educational staff, and provision of relevant facilities and infrastructures. In other words, all those involved must be professional with full integrity and the facilities have to be well designed and provided.

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Biodata

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TEFL STUDENTS' LANGUAGE LEARNING STRATEGIES: A STUDY AT STATE ISLAMIC COLLEGE OF KERINCI, INDONESIA

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Abstract: The purpose of this quantitative study was to examine the language learning strategies of TEFL students at State Islamic College of Kerinci. The data were collected through a survey to 51 respondents using the Indonesian version Oxford's (1990) Strategy Inventory for Language Learning. The data were analyzed through the Rasch Analysis. The results revealed that Metacognitive Strategy and Social Strategy are the most and the least frequently used strategy respectively. Considerable differences exist in the second most frequently used strategy across the variable of gender. For male respondents it is the Compensatory Strategy, while for female respondents it is the Affective Strategy. In addition, Cognitive Strategy, the third most frequently used strategy by male respondents, is the last for their female counterparts. The first three most frequently used strategies by male respondents are dominated by the direct type of strategies, while for female respondents these are dominated by the indirect ones.

Keywords: *strategy, Rasch analysis, metacognitive, compensatory, SILL*

Introduction

Every language learner, consciously or unconsciously, uses one or more language learning strategies (LLS) in learning a language. Research (Rubin, 1975; Naiman et al,1978; Oxford ,1989, 1983; Green dan Oxford,1995; Goh dan Foong, 1997; Griffiths, 2006; Lai, 2009) show a close relationship between language learning strategies used by language learners and their language learning achievement. However, research also indicate that most language learners cannot definitely identify the language learning strategies they are using. This phenomenon highlights the importance of familiarizing the strategies to them for an effective language learning. Therefore, data on language learners' learning strategies are not only useful for understanding progress in their language learning but also crucial for syllabus design and for planning necessary remedial measures in a language program.

Since its establishment in 2004, there has not been any study in the English Department, State Islamic College of Kerinci on the language learning strategies of its students. Thus, drawing on this absence, this study seeks to, first, identify language learning strategies of the students and second, to find out whether or not there are difference their language learning strategies across the independent variable of gender.

Language Learning Strategies

Oxford (1990) defines language learning strategy as “*Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations*” (p.8). She, furthermore, identifies six language learning strategies, i.e. *memory strategy, cognitive strategy, compensatory strategy, metacognitive strategy, affective strategy, and social strategy*.

Memory Strategy involves simple tasks such as storing and retrieving new information while Cognitive Strategy consists of tasks such as analyzing and summarizing. With this Cognitive Strategy learners manipulates and transforms the target language (Hong, 2006; Dansereau, 1985; Rigney, 1978). In Compensatory Strategy learners overcome knowledge and communication problems in the target language by using available knowledge and information. This strategy involves actions such as guessing the meaning of new words and reconstructing the grammar of the target language (Oxford, 1990).

In Metacognitive Strategy learners actively and autoritatively control their own cognitive processes. This includes managing, planning, focussing, and evaluating the language learning process they are experiencing while improving their communicative competency in the target language. The Affective Strategy, in contrast, involves learners' developing confidence and preserverence in learning a language by controlling their own emotion and feeling. Finally, the Social Strategy stresses collaborative initiatives in language learning. These involves asking for repetition and clarification, paraphrasing, slowing down when speaking in order to be better understood by others (Oxford, 1990).

Oxford (1990) classifies the six strategies into two types, i.e. *Direct Strategies* and *Indirect Strategies*. Direct Strategies refers to those strategies that are sub-conscious in nature, inherently learned and related directly to the language being learned. Belonging to this type of strategies are the Memory Strategy, the Cognitive Strategy, and the Compensatory Strategy. Indirect Strategies are strategies that are conscious in nature or under the learner's conscious control or acts and seek to organize the language learning process in general. This type of language learning strategies includes the Metacognitive Strategy, the Affective Strategies, and the Social Strategies.

Most studies on the relationship between language learning strategies use by language learners and their language learning achievement show a strong positive correlation between the two variables. Research by Rubin (1975) Naiman et al (1978) and Oxford (1989, 1983), Green and Oxford (1995) Goh dan Foong (1997) Griffiths (2006) Lai (2009) show that successful language learners tend to use more and varied language learning strategies than the less successful ones. In fact, Chamot et al (1999) concludes that "*differences between more effective learners and less effective learners were found in the number and range of strategies used.*" (p.2638).

Researchers have also identified a strong association between gender, language proficiency and use of language learning strategies. Alhaisoni's (2012) study on Saudi Arabian EFL learners indicates that the female learners use Social Strategy more than their male counterparts. In addition, female learners were also found to use more language learning strategies than the male ones. Furthermore, Alhaisoni identifies that proficient language learners in the study employed the six language learning strategies simultaneously more often than less proficient learners. This finding concords with Wu's (2008) study on Taiwanese EFL learners, where highly proficient learners were found to use cognitive, metacognitive, and social strategies often. Earlier, research by Khalil (2005) on Palestinian EFL learners shows that female learners use Memory and Metacognitive Strategies more than their male counterparts. Similar phenomenon was also observed by Green dan Oxford (1995) in their study on Puerto Rican EFL learners.

Methods

Respondents of this quantitative study were all semester VI students of English Department, State Islamic College of Kerinci of 2012/2013 Academic Year, $N=51$. 16 of them were male and 35 were female. Data were collected through the administration of the Indonesian version of the 50-item "Strategy Inventory for Language Learning" (Oxford, 1990) that assesses the respondents' use of the six language strategies. The items come with five alternative responses, i.e. 1. *Never*, 2. *Seldom*, 3. *Sometime*, 4. *Often*, and 5. *Always*.

This study employed *Rasch analysis* (Rasch,1980; Bond & Fox,2001) for data analysis. This approach was suited to the purposes of the study, i.e. to identify the respondents' language learning strategies and whether or not there are differences in the use of the strategies across the independent variables of gender. *Rasch analysis* was conducted using *Winsteps* software (Linacre,2006).

Previous studies (e.g. Hair et al., 1998; Hong-Nam & Leavell, 2006; Nyikos & Oxford,1993; Wharton, 2000) show that the original version of the instrument had a high validity and reliability as also shown by the Korean and Japanese translations (Park, 1997; Robson & Midorikawa, 2001) and the Arabic translation (Khalil, 2005). In this study, evaluation of the validity and reliability of the Indonesian translation of the instrument was conducted in the initial part of data analysis using Rasch analysis approach (Rasch,1980; Bond & Fox,2001). The results show that the instrument possesses psychometric properties adequate for a meaningful measurement of language learning strategies.

Results of Data Analysis And Discussion

The Respondents' Language Learning Strategies

The results of data analysis show that the respondents employed all the six strategies in learning English. However, Metacognitive Strategy ($M=-0,54857$) is the most frequently used strategy, while the Social Strategy is the least used one. The figure also shows that the respondents use of the Memory Strategy ($M=0,068888889$) and the Cognitive Strategy ($M=0,130714286$) almost equally frequent. The orders of the strategies based on the measure of their frequency of use are: 1) Metacognitive, $M=-0,54857$; 2) Compensatory, $M=-0,0225$; 3) Memory, $M=0,068888889$; 4) Cognitive, $M=0,130714286$; 5) Affective, $M=0,385$; 6) Social, $M=0,86$.

Comparisons of The Respondents' Language Learning Strategies Across Genders

Results of data analysis show that Metacognitive Strategy is the most frequently used strategy by both male and female respondents ($M=-0,75778$ and $M=-0,68889$ respectively). However, considerable differences exist in the second most frequently used strategy. For male respondents it is the Compensatory Strategy, while for female respondents it is the Affective Strategy. Another considerable difference is in the use of Cognitive Strategy

which is the third most frequently used strategy by male respondents but the last for their female counterparts. Details of the comparisons are presented in the following tables.

Table 1. Means of Strategies Use by Male and Female Respondents

	Male	Female
Memory	0,108889	0,032222
Cognitive	-0,01857	3,666429
Compensatory	-0,02167	-0,11667
Metacognitive	-0,75778	-0,68889
Affective	0,508333	-0,17
Social	0,698333	0,98333

Table 2. Order of Strategy Use of Male and Female Respondents

Rank	Male	Type of Strategy	Frequency of strategy use compared to female	Female	Type of Strategy	Frequency of strategy use compared to female
1	Metacognitive	I	= >	Metacognitive	I	= <
2	Compensatory	D	<	Affective	I	>*
3	Cognitive	D	>*	Compensatory	D	<
4	Memory	D	= <	Memory	D	= >
5	Affective	I	<*	Social	I	= <
6	Social	I	= >	Cognitive	D	<*

Legends: D: Direct I: Indirect >: more than <: less than = <: slightly less than
=>: slightly more than *: large difference

Table 2 shows that the first three most frequently used strategies by male respondents are dominated by the direct type of strategies, while for female respondents these are dominated by the indirect ones.

Discussion

This study found that Metacognitive Strategy was the most frequently used strategy by the respondents. This finding concurs with that of Khalil (2005) on Palestinian EFL students, Alhaisoni (2014) on Saudi Arabian EFL student, Shu (2008) on Taiwanese ESL students, and Samad, Sing, and Gill (2010) Malaysian ESL learners. This phenomenon may further confirm the hypothesis that the strategy is the one most frequently used by adult language learners. Yet, whether or not this phenomenon is related to the ability of most adult learners to manage their own process of learning still needs confirmation. However, the finding that the Social Strategy was the least used strategy is inconsistent with Shu (2008) and Alhaisoni (2012) who found that the least used strategy in their study was the Affective Strategy, and in contrast with Samad *et al* (2010) who found that Social Strategy was, in fact, the most frequently used strategy in their study. Hence, there is a question on whether or not learners' preference for a particular strategy is positively correlated to the extent to which the foreign language are practiced in their society and to the availability of access to native speakers of the foreign language as measured some items of the SILL.

Variations of strategy use across the independent variable of gender identified in this study seem to support the finding of other studies that this variable do influence strategy choices, in addition to the level of learner's proficiency in the foreign language (Khalil, 2005; Green & Oxford, 1995; Goh & Foong, 1997; Griffiths, 2006; Lai, 2009). Nonetheless, this study found that first three most frequently used strategies by male respondents are dominated by the direct type of strategies, while for female respondents these are dominated by the indirect ones. However whether or not such phenomena are random or systematic; and if they are systematic, whether or not they are related to the variable of gender are beyond the scope of this study.

Conclusions and Suggestions

Based on the findings and discussion above, the following conclusion can be made:

1. The findings of this study that shows the Metacognitive Strategy as the most frequently used strategy is consistent with that of other similar studies in other contexts.
2. The finding that shows that the Social Strategy was the least frequently used strategy in this study adds even more variations to the issue as such inconsistency was also showed by other similar studies.
3. The findings of this study support the theory of the relationship between the independent variable of gender and preferences for particular language learning strategies.

Last but not least, the researchers are pleased to suggest the followings:

1. As learners' language learning strategy has been repeatedly identified to contribute to their language learning achievement, foreign language teachers should pay attention to this issue.
2. Foreign language learners should also familiarize themselves to language learning strategy in order to be able to better self-manage their language learning.
3. Further studies are needed in order to find out:
 - a. whether or not adult language learners strong tendency to use the Metacognitive Strategy is related to their ability to manage their own process of learning.
 - b. whether or not variations in learners' use of the Social Strategy is positively correlated to the extent to which the foreign language are practiced in their society and the availability of access to directly communicate with the native speakers of the foreign language.
 - c. whether or not preferences and tendency for using the direct or indirect types of language learning strategies are random or systematic; and if they are systematic, whether or not they are related to the variable of gender.

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STUDENTS' PERCEPTIONS OF ENGLISH TEACHERS' PERFORMANCES IN ENGLISH LANGUAGE COURSES IN INDONESIA

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Abstract: There will be no good education without a good teacher quality for teaching effectiveness is the education core mission. This paper analyzes on how students' perceptions on English teachers' performances. The research questions are based on students' perceptions on a) what kinds of English is effective as the medium of instruction, b) how the ability of teachers in transferring knowledge is, and c) what is the native or non-native speaker dichotomy influence in teaching. The research applies qualitative approach. The data are obtained from questionnaires administered to 50 students from the English language centers, in-depth interviews and classroom observations. The results reveal that the students believe that native speakers are more effective in teaching speaking. On the other hand, they prefer local teachers using a combination of English and their own language to explain on grammar. Some teachers' teaching performances are misleading for the students. Therefore, standardization of teaching methods, choice of strategies in English language courses and teacher training programs for tutors is needed.

Keywords: students' perceptions, teachers' performances, English language courses

Although English is taught and used as a foreign language in Indonesia (Lie, 2007), the English language has become a major medium for communication across borders globally and is seen nowadays as the medium of communication not only for business but also for academic purposes, Karahan (2007) describes English language as "...leading foreign language enjoying a prestigious position in many countries". This makes the number of second and foreign language speakers (non-native speaker) far exceed the number of first language speakers (native speakers) of English. According to Crystal (2003), in 2003 itself the number of English speakers was seen to be approximately 1,500 million, but only 20% of which are native speakers of English. Moreover, as English competence, as one of the indispensable skills for most professional positions, has been considered an important means to achieve advancement on the socioeconomic ladder (Yu, 2012), private English training schools targeting a variety of proficiency levels of learners are the ever-increasing demand in Indonesia. This situation has resulted in the high demand of English language teachers, which leads to the possibility of an increasing number of non-native English language teachers. In fact, Matsuda & Matsuda (2001) and Canagarajah (2005) agree that most English teachers in the world are not native speakers of English. In Indonesia, due to the remarkable explosion in the number of private language institutions, there are also more than a thousand of non-native English teachers. For example, English First (EF) which has 63 schools in 26 cities employs approximately 10 non-native teachers for each branch, not to mention LIA which has 30 schools (English First, 2012; Yayasan LIA, 2011 in Floris, 2013) and Azet Language Centre which only has two schools employs 20 teachers; all of whom are non-native (ALC, 2014).

Despite the rapid growth of the number of language courses in Indonesia and the fact that there are many non-native teachers employed at such courses, the government has only recently tried to focus more on the private English course institutions by setting up academic standards and evaluating practices (Directoral Pembinaan Kursus dan pelatihan, 2012). However, research in English teacher education and teaching process have focused more on formal schools only rather than on English course institutions. Obviously, it is also necessary to conduct study on the English teaching process in privatized course classes. Furthermore, it is important to focus on some pedagogical aspects such as the academic standard, the teaching quality and student' perception.

Studying the students' perception related to learning English has been done for years due to its importance to the language teaching and learning. According to Savignon and Wang (2003) and Park, C.C. (2002), students often believe that the methods employed by their teachers often do not match their desires, learning styles or cultural preferences. It has also been noted that students perform better when their preferences are taken into account (Lannes, et al, 2002, Chen, 1996; Walker, McConnell, Holmes, Todis, Walker, & Golden, 1988). There are several studies about students' perception. One of them is study which examines students' attitudes towards native English speaking teachers and non-native English speaking teachers. While, Cheung and Braine (2007) investigated the attitudes of students towards their non-native English speaking teachers in the context of Hong Kong, Mahboob's (2004) study aimed at evaluating ESL students' attitudes towards native

speaking and non-native speaking teachers in the United States and investigating factors that influence students' perceptions of their teachers.

Considering the role of English as the media of international communication and the profiles of English users today, McKay (2003) has argued that the teaching of English should be based on different assumptions that typically inform English language teaching pedagogy as the purpose of teaching English should aim to prepare learners to become competent users in international contexts. According to McKay (2012), a language program should incorporate the promotion of intercultural competence, an awareness of other varieties of English, multilingualism in the classroom, instructional materials that include both local and international cultures and the adoption of socially and culturally sensitive teaching methodology.

Based on the suggestions proposed by McKay (2003 and 2012), Mahboob's (2004), Savignon and Wang (2003) and Park, C.C. (2002), it is necessary to see how English teacher performances based on the students' belief. This study aims to be one of the empirical studies observing ELT in the private course classrooms. The focus would be on the how the students in language courses in Malang perceive the notion of ELT in terms of 1) English as the medium of instruction, b) the ability of teachers in transferring knowledge of English, and c) the native or non-native speaker dichotomy influence in teaching the language.

Methodology

This study was carried out in Malang, Indonesia from June to July 2014. Majority of people living in Malang speak Indonesian as their second language and Javanese as their first language. English is considered as the foreign language in Malang where many people have understood English and use the language passively. The study was conducted in four local English language courses in Malang which approximately taught 500 students aged 15 to 45 years old and 55 Indonesian teachers working there. The participants of this study were 50 students who took general English program ranging their levels from beginner to advance. The selected approach for this study was the qualitative type of study as it was aimed to reveal the students' feelings and perceptions about their learning experiences. This type of research is used to help the researchers to understand how people feel and why they feel as they do and as Merriam (1998) explains, in qualitative studies the key concern is understanding the phenomenon of interest from the participants' perspectives, not the researcher's. The study involved observations, interviews and questionnaires which are typical instruments for data collection in qualitative studies. The collected data were then analyzed using SPSS and presented descriptively based on the theories applied in the study.

Findings and Discussion

The findings of this study is presented in accordance to the research questions. Thus, the first section presents about the students' perception of English as the medium of instruction. The next section talks about the ability of teachers in transferring knowledge of English. Moreover, the last one describes about the native or non-native speaker dichotomy influence in teaching the language.

English as the Medium of Instruction

Many studies have been conducted to examine the issue of medium of instruction, perhaps more than any other aspect of education. This study reveals that hefty 70% of students who had intermediate ability in English showed a stronger preference for English as the only medium of instruction in English classes. This can be explained by the fact that students enjoyed the English-rich environment created by the teacher. They agreed that if they wanted to study English deeper, they had to be used to English environment, one of which by having full English instruction in the classroom. However, they added that the teachers should switch to their first language when they found difficulties understanding the materials presented. On the other hand, those whose English ability was low liked to have Indonesian as the medium of instruction in the classroom. The majority of them felt more confident in answering the questions in Indonesian rather than in English as they could express their ideas easily using Indonesian. This finding is similar to that done by Krashen & Biber (1988), Troike, (1979), Willig (1985). According to Krashen & Biber (1988), Troike, (1979), Willig (1985), second language learners were more successful academically when they were first encouraged to develop concepts and literacy in their native. Research also supported the theory that bilingual students transferred literacy skills to a second language (Barnitz, 1985; Cohen, 1987; Wong, 1992).

Teacher Ability in Transferring Knowledge of English

There is no firm consensus within the field as to exactly what constitutes high-quality teaching or a quality teacher. However, the clearest and potentially most useful example identified comes from the Center for High Impact Philanthropy (2010) which states that a quality teacher is one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. Quality teachers are life-long learners in their subject areas, teach with

commitment, and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to marshal a broad array of techniques to meet student needs. They set high expectations and support students in achieving them. They establish an environment conducive to learning, and leverage available resources outside as well as inside the classroom.

The present study generally shows that most of the students thought that the teachers who taught them in the language courses had different approaches in delivering their knowledge of English. The teachers were also said to be flexible in teaching grammar, which most students were afraid of. They believed that the flexibility method the teachers applied made them easier to understand grammar and this had led to their interest to study the language. However, they said due to the variety of methods the teachers used in the classroom activities, they thought that it was necessary to set the standard quality and approaches that the teachers should have in language courses in Indonesia.

Native and Non-Native Dichotomy

According to the interview and questionnaire results, the students preferred to have native speakers to teach them in the speaking class because English is their own language. The students believed that native English teachers spoke highly of their ability to teach conversation classes and to serve as perfect models for imitation. As Medgyes (1992) acknowledges the native/non-native distinction, with particular reference to their language competence. He suggests that non-native speaking teachers cannot aspire to acquire a native speaker's language competence, given that non-native speakers can never achieve a native speaker's competence.

On the other hand, the most students also thought non-native teachers were the ideal example of an English speaking learners. Non-native teachers possess a number of distinctive strengths and advantages over native ones. The students argued that non-native teachers could serve as imitable models of the successful learners of English; they could teach learning strategies more effectively; they could be more empathetic to the needs and problems of their students; they could provide learners with more information about the English language; they were more able to anticipate language difficulties; and they could benefit from sharing the learners' mother tongue. In line with that, Seidlhofer (1999) found that a majority of the teachers felt insecure rather than confident being non-native teachers of English. While they see the main advantage of being non-native speakers is that they share their students' L1, their confidence based on the shared language and culture with their students is coupled with a lack of confidence they have about themselves as speakers of English. Despite the feeling of insecurity, other factors such as experience are found to help teachers gain self-assurance. As non-native teachers have to learn the language they teach themselves, they are distanced from it, which gives them confidence in explaining certain aspects of the language and other concepts. Indeed, Seidlhofer argues that an important strength of non-native teachers is that they show a high degree of conscious, or declarative, knowledge of the internal organization of the English language because of their own language learning experience. Hence, they can get into the skin of the foreign learner.

Conclusion

This study has tried to reveal the students' perception of their ELT preference in term of teacher quality in the classroom activities in Indonesia. The findings have shown that majority of the students who had good ability in English liked to practice English in the classroom by being given instruction in English and using English as the medium of communication in the classroom although some still believed that the teachers should also apply first language when they found difficulties in understanding the materials. Moreover, the students preferred to have native speakers to teach them speaking class as the good model for imitation. However, they also agreed that non-native ones could understand their need better. In addition, the result indicates that students should be exposed to as much English as possible in English lessons, as English proficiency is the main objective of English teaching and learning. More importantly, students will become more comfortable in an English-rich communication forum, helping them to perceive English less as a dry 'theoretical' subject and more as a vibrant, living means of dialogue. Since the EFL teaching and learning should focus on the development of communicative skills, the EFL teacher education program should be directed towards helping the EFL students to acquire the necessary knowledge and skills as well as attitude.

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Biodata

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MODELS OF EFL TEACHERS' PROFESSIONAL DEVELOPMENT

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Abstract: The essential role of teachers in contributing to the students' success in learning the target language has called researchers to conduct research concerning on teachers' professionalism. This seems on the contrary with what Lee (2010) says that more attention has been out on the students learning rather than teacher learning. In fact, researchers have put their attention on investigating teachers' professionalism. A number of studies about English teachers' professional development have given the same highlight that Professional Development (PD) is ongoing and lifelong learning done by teachers to develop professionally (Fisher, Schumaker, Culbertson, and Deshler, 2010; Vo & Nguyen, 2010). The purposes of this article are then two-fold: (1) to review kinds of models of PD for English teachers, and (2) to identify how those models contribute to the teachers' professionalism. The review shows that kinds of models of PD have assisted teachers in improving their professionalism in different aspects: linguistic competence, teaching instruction, teacher-research skill, material development skill, and teamwork skill. This review paper is expected to give fruitful insight for teachers teaching English for General Purposes (EGPs) in developing their professionalism by either adapting or adopting models of professional development from previous research studies.

Introduction

The place of English as a Foreign Language describes situations in which students were learning English in order to use it with any other English speakers in the world (Harmer, 2007: 19). In other words, English is not used in daily life nor in official occasions. Most of EFL learners learn the target language in their schools as one of the school subjects. Thus, English classroom has become one of greatly essential sources for the students to learn and practice their target language.

This article aims to review the previous studies that have investigated what kinds of models of Professional Development (PD) that have been applied to improve teachers' professional development and how those models contribute to EFL teacher's professionalism. Instead of debating which model is the best in contributing EFL teachers' professionalism, this review article stand on the view that different kinds of PD models are, indeed, needed by EFL teachers in the process of pursuing their professionalism. In other words, the main purposes of this present article are two-fold: (1) to review kinds of models of PD for English teachers done by the previous research studies, and (2) to identify how those models contribute to the teachers' professionalism.

EFL Teachers' Professional Development

Professional Development is something which cannot be separated from the teachers' lives as a profession. By definition, it is a term used to describe the continuing process of teachers in improving their qualities. In the context of EFL teachers, the term professional development can be used to refer to the process in which the teachers can increase their English skill as well as knowledge on both propositional and procedural. Propositional knowledge deals with content subject that they teach, such as the English materials they teach. Meanwhile, procedural knowledge is related to processes, procedures and strategies that help teachers perform certain tasks. For example, knowing how to teach particular material in a way that is fun and understandable to EFL students is considered as a skill. Additionally, organizing learners in heterogeneous collaborative teams is a skill. Knowing how to facilitate meaningful group work activities among students is also a skill.

Fisher et.al. (2010) state that although professional development should be accessible and affordable, more importantly, it must be effective. In other words, PD should contribute to the teachers' classroom practices which are then expected to contribute to better students' outcomes. Although students' outcomes can be influenced by many other factors, it is still worth-noted that teachers will contribute to the students' progress, considering the fact that English as a Foreign language is officially introduced to EFL students in a school context.

Thus, professional development is indeed an ongoing and lifelong process. During this process, teachers are continuously learning for their quality improvements which can cover many aspects, such as their English skills, problem-solving skills, procedural and propositional skills, creativity as well as critical thinking skills. All of which can sharpen the teachers' identity as EFL teachers that are expected to give better contribution to the students' learning as well.

Methodology

The researcher employs the so-called library research method in which reviewing a number of articles about professional development of English teachers from several reputable journals is done. After reviewing the articles, analysis is done in order to find similarities and differences of models of professional development done by English teachers as well as the contribution of each model of professional development towards the teachers' professionalism.

Findings and Discussion

This part presents findings of the review related to the result of the review that is about kinds of models of professional development done by English teachers as well as how those models contribute to the improvement of English teachers' professional.

Models of Professional Development

Having known the important highlight of EFL professional development, it is then essential to know further on what kinds of models of professional development which can contribute to the teachers' quality improvements. Generally speaking, there is no exact formula used to explain what models are the most effective for EFL teachers' professionalism. All kinds of efforts or models which can contribute to better change or improvement for EFL teachers are all are important and influential. The following are the models of professional development which are proven to be effective to help English teachers improve their professionalism.

A successful study on a model for EFL teachers' professional development was done by Vo and Nguyen (2010) in Vietnamese context. They implemented Critical Friends Group (CFG) which involved 4 EFL teachers in the same course within three feedback meetings. During the activities, the teachers were then encouraged to observe each others' classes and followed by giving feedback in the feedback meetings. This kind of model of professional development involves colleagues as one of the sources in contributing meaningful feedback related to the classroom practices.

Another kind of model for professional development is the one involving teacher as researcher. As a teacher-researcher, the teachers are encouraged to conduct research which can contribute to both their classroom practice and their knowledge as EFL teachers. This present model is done to promote teachers' critical thinking, collaboration, and instructional effectiveness through research. A study conducted by Atay (2008) which involves 19 EFL Turkish teachers show that the implementation of teacher-researcher, particularly classroom action research, is helpful for teachers to have reflection on what they have done in their classroom practice and to improve their problem-solving skill. In the same vein, Sukarni et.al (2009) conducted a research involving 6 EFL teachers in St. Albertus Malang. The study aims to help teachers develop materials and try out the materials through classroom action research. The study reveals that through the collaboration in the cycles of CAR on material development, teachers are more confident of their capabilities in language learning and teaching (a change of mind set).

Regarding the study done by Sukarni et al. (2009), another model of professional development can be also done by having material development activities. In the study, EFL teachers made a book for high school students which consist of systematic unit which covers procedure, narrative, recount, descriptive, and news item texts. The materials made also cover all four language skills (listening, speaking, reading, and writing). By having this-present kind of model of professional development, teachers can contribute directly to the students' process of learning. This is because they produce materials which are then used in their classroom context, without neglecting the English curriculum of the school and the students' characteristics. Thus, the materials produced are expected to be effective to assist the students in learning the target language well.

There is also a model of professional development which involves experts to be invited in the school context. In line with this, a study by Carlisle & Berebitsky (2011) proved that inviting literacy coach to assist English teachers in teaching reading is greatly helpful. Using experimental design, they compared the response of first-grade teachers to the model of professional development which did or did not include a literacy coach by examining teachers' attitudes towards professional development, their instruction, and students outcomes. The findings show that teachers with literacy coach is proven to be better in teaching reading in terms of their reading instruction. Additionally, the students taught by teachers with a literacy coach obtained greater improvements in word decoding that those taught by teachers without a literacy coach. This shows that involving the coach to assist teachers in their teaching practice can be done as one of alternatives to improve English teachers professional development. In other words, school-based coaching model is applicable to be done to help English teachers teach better in their teaching context.

Besides having teacher community, teacher-researcher, and literacy coaching, joining training programs is also helpful for English teachers in improving their professionalism. Several previous studies have successfully investigated the positive contribution of training programs to English teachers' professional development. A study by Munera et.al. (2011) on professional development course for English elementary

school teachers show that Cambourne's conditions for reading and writing instruction are proven to be effective in assisting teachers to be more professionals in teaching English. The implementation of Camborne's conditions consisting of the so-called *immersion* (the use of English during activities), *demonstration* (the model of reading strategies), *engagement* (writing activities), *expectation* (the learners' mindset in learning) and *approximation* (meaningful and useful evidence of natural learning) in the teacher training program has improved both the teacher's linguistic competence and their teaching competence, particularly in their reading and writing instructions.

All kinds of models that have been previously explained above are proven to be greatly helpful for teachers. Those models have helped English teachers in building up their English competence as well as their skills in the teaching of English. More importantly, their better change of mindset in relation to the identity as English teachers have been also strengthened by implementing those models of professional development.

Again, this review article is not going to point out of which model is best recommended to apply for the teachers. Instead, this article provides several alternatives of models for EFL teachers' professional development based on reviewing successful previous studies concerning on how to help teachers deal with their professional development. Those models have proven that involving colleague through Critical Friends Group (CFG), having teacher as researchers to do classroom action research, developing materials, involving expert to assist teachers by having a literacy coach, as well as joining teacher training program are all extremely beneficial for English teachers in building up their professionalism.

How the Models Contribute to EFL Teachers' Professional Development

As what has been stated by Atay (2008), professional development is indeed a process. Thus, it is then crucial to discuss how those kinds of models can contribute to English teachers' professional development. More specifically, what benefits the teachers can get by applying the models are greatly important to be noted.

The model which involve colleagues in giving feedback and suggestion can benefits teachers in some ways. First, they can get much more objective feedback for their reflection related to their teaching practice. Getting more objective feedback will broaden the ways the teachers think of how to teach much better. Second, teachers can share ideas related to the applicable techniques or more effective and interesting materials that can be used in their teaching practice. This is because involving the colleagues for improving professionalism is not only about criticizing each other but also about giving suggestions.

In relation to having teachers conduct research as another model of professional development, the ways this model can contribute to teachers' professional development are explained as follows. First, as the teachers do classroom action research, they will be able to do identification of problems that occur in their classroom context. Afterwards, they will also able to develop their knowledge on how to find "medicine" to solve their students' problems in the learning process. Having implemented the action and done with the reflection of the observation, they will be able to improve their writing skill by reporting what they have done in their research in the written form as a research report. As a result, they will be able to sharpen their reflection skill in identifying what problems the students have and to broaden their theoretical as well as practical knowledge while implementing "medicine" in the form of better teaching technique, media, materials, or classroom management in their classroom context.

The ways as mentioned above are basically in the same vein with what Atay (2008) and Sukarni et.al. (2009) present that teacher-researcher model can help teachers improve their problem-solving skill, research skills, and the awareness of the teaching and learning process. This model can also renew teachers' enthusiasm about teaching and collaborating with colleagues. In addition, the model of professional development dealing with teacher training programs has also given fruitful contribution to the teachers. According to Lee (2010), teacher training program, particularly related to the teaching of writing, can help teacher see the challenges they face in their work contexts, provide opportunities for them to discuss coping strategies, and encourage them to engage in communities of practice.

In short, all kinds of models of professional development contribute to teacher learning for improvements in the same vein. The contributions deal with teachers' linguistic competence, teaching competence, motivation, confidence, as well as classroom managements. What makes those contributions fruitful is, indeed, the process that the teachers go through. The activities or efforts that the teachers do to be better through particular models of professional development are the key for them to see how those model can contribute to their professionalism. The process of learning something new, sharing ideas, solving particular problems, demonstrating techniques and teaching media are the examples of activities that the teachers do during the process of improving themselves as better EFL teachers.

Conclusion

In short, what can be drawn from this review article is that professional development does take time. In other words, it is not a short-term activity which can be done once within particular amount of time. It will go

along together with the teachers' journey in their teaching experience as a profession. What needs to be highlighted in this present article is that previous studies have contributed in assisting teachers improve their professionalism in different aspects, such as linguistic competence, teaching instruction, teacher-research skill, material development skill, and teamwork skill through the models that have been explained previously.

However, there are several limitations in the studies carried out to date. Firstly, there should be much adequate time given for colleagues in giving feedback and suggestions activities. Also, involving more colleagues in giving feedback and suggestions will be more helpful for English teachers to have more objective reflection of their teaching practice. Second, there is no clear information or the details of what the teachers do during the training programs. Only a piece of brief of explanation is given to show what the teachers were doing in the training programs. Regarding this, more explanation on what the teachers do during the programs need to be explained clearly so that other teachers who read the research report can replicate the success of the training programs in the research reports. Thirdly, having follow-up activities is something which seems to be missing in the previous research reports. This needs to be done to see whether the teachers are able to maintain and develop the positive contribution they have got from kinds of models of professional development, particularly from the teacher training programs. More importantly, the previous studies mostly concern on the short-term effect of the models of professional development. Thus, it is then greatly essential for future researchers to investigate further the long-term effect of kinds of models of professional development for EFL teachers.

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**TRANSLATION ACCURACY, ACCEPTABILITY, AND READABILITY
OF HARRY POTTER NOVEL SERIES INTO INDONESIAN
(Appropriate Example for Teaching Translation Subject)**

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Abstract: This paper aims at describing (1) the translation accuracy, acceptability, and readability; and (2) whether the translation can be used as suitable examples for teaching and practicing translation to the students. This is a result of descriptive-qualitative research. The data are English sentences and its Indonesian translations. The data were obtained through content analysis and open questionnaire and interview to readers. The data are analyzed with Spreadly's four analysis steps, namely domain, taxonomy, componential, and cultural theme. First finding indicates that the translations have very good accuracy, acceptability, and readability. Finally, it can be concluded that the research results can be used as appropriate examples of the teaching translation subject for students.

Keywords: *translation shifts, accuracy, acceptability, and readability*

Introduction

Translation is the study of translation theory, translation practice, and research on translation. Translation theory relates to translation concept, translation process, principal of translation, equivalence and translation, and strategies to grasp equivalence in translation. Understanding theory of translation helps people to transfer message of SL into the target language. Research on translation is very interesting because some phenomena are always found in translation works such as phenomena occur in the novel series of *Harry Potter* and their translation. Source Language: He jumped the last six steps, landing catlike on the hall carpet, looking around for Dobby. Target Language: Dia melompati enam anak tangga terakhir, mendarat seperti kucing di atas karpet, celinguk in mencari Dobby. From the datum, it can be indicated that there are two level shifts occur in the translation. The shifts are word in noun *steps* into noun compound *anak tangga*. *Steps* as a noun marked by word *six* and suffix *-s* as plural mark and translated into noun compound *anak tangga*. Other shift is verb phrase *looking around* transferred into verb *celinguk*. Both sentences have same message contextually and good quality.

Based on the phenomena, the writer conducted a research and summarized it in the form of article aims at describing (1) the translation accuracy, acceptability, and readability and (2) whether or not the translation can be used as suitable examples for teaching and practicing translation to the students.

In relation with translation quality, Nababan et al (2012:6) explains that to assess the translation quality, it has to meet three aspects; they are accuracy, acceptability, and readability. The accuracy or message equivalence could be achieved if the translated texts have correlation between linguistic units and its context, author's style, and all dictions used in the translation are appropriate with its context. The second aspect is acceptability. Acceptability refers to the translations which are equivalent with the rules, norms, and the culture of the target language, whether it is on micro or macro level. Readability is the third aspect should be paid attention to assess the translation quality. Readability refers to the easiness level of the writing to grasp the idea (Sakri, 1993:135). Written text would be easy to be read and understood if it has the proper diction with the target readers and the context; it does not disobey the rules, and has a good texture so that the readers are able to feel the cohesion and coherence of the text. In this case, a translation can be seen as accurate when the message from the source language can be conveyed precisely in its target language. The accuracy includes the diction is equivalent with the context, and the sentences are conveyed clearly following the correct sentence structure, which will ease the readers on understanding the text. Therefore, the writer uses the assessment indicators, which are established by Nababan et al. (2012:12), which has been mentioned on the research method. The instruments to rate the translation accuracy uses 1 to 3 scale. The higher the score is, the translation is considered as more accurate. On the contrary, the lower the score means the translation is less accurate.

The evaluation on readability requires the suitable reader according to the goal the writer and translator want to achieve. Reader is an important aspect in translating since a translation will be useless if there is no reader. Therefore, in order to evaluate the quality of a translation, one should never ignore the target reader, because it is one of the aspects which will decide the success of a translation. Related with this statement, Nababan et al. (2004:52) state that "researchers need to examine readers' as one of important aspects that determines the success of translation". According to Nababan et al. (2012:52-60), readability refers to how easy all elements from the translation being understood and grasped by the readers. There are basically two deciding

factors for readability; they are (1) linguistic elements which the translator used to convey the message from the author in target language, and (2) the readers' skills.

Methods

This study is a descriptive-qualitative research. The data are English sentences and their Indonesian translation as found in the novel series of *Harry Potter*. Besides, the other data are information, score, and descriptive criteria of translation quality based on questionnaire and interview results. The data were obtained through content analysis and open questionnaire and interview to three raters. The data are analyzed with Spreadly's four analysis steps, namely domain, taxonomy, componential, and cultural theme.

Findings

Based on the analyzed data, the writer found (1) translation of the novel of *Harry Potter* series are accurate, acceptable, and readable and (2) the translation is the suitable examples for teaching and practicing translation to the students.

1. The Translation Accuracy, Acceptability, and Readability Found in The Novel of Harry Potter Series.

Based on the analyzed data, the findings show that the translation of novel *Harry Potter* series is accurate, acceptable, and readable. The followings are some examples of data analysis.

a. Accuracy of Translated Harry Potter

Based on the analysis of data, it can be concluded that the translation is accurate with score 3. It means that there is no different meaning of both English and Indonesian texts.

005/HPSS/HPBB

Source Language : He was a big, beefy man with hardly any neck, although he did have a very large mustache.

Target Language : Dia laki-laki yang besar gemuk, nyaris tanpa leher, walaupun kumisnya besar sekali.

The translation of above sentence is accurate because the message is not different, even to get the equivalence, the translator uses three strategies, they are deletion, addition, and structure shift. They are deletion of *was* and articles *a*, addition of *yang*, and structure shift of *he did have a very large mustache* into *kumisnya besar sekali*.

b. Acceptability of Translated Harry Potter

Acceptability refers to the translation which is equivalent with the rules, norms, and the culture of the target language, whether it is on micro or macro level.

016/HPSS/HPBB

Source Language : None of them noticed a large, tawny owl flutter past the window.

Target Language : Tak seorang pun dari mereka melihat seekor burung hantu besar kuning kecokelatan terbang melintasi jendela.

The translation of datum number 016/HPSS/HPBB is acceptable. The acceptability can be seen from the natural expression, no specific term, and no difficult word. The rater said that the translation of novel is acceptable because the pattern of all sentences is appropriate with Indonesian pattern.

c. Readability of Translated Harry Potter

Readability refers to the easiness level of the writing to grasp the idea. Written text would be easy to be read and understood if it has the proper diction with the target reader and context.

046/HPSS/HPBB

Source Language: He made several important telephone calls and shouted a bit more.

Target Language : Dia melakukan beberapa pembicaraan telepon penting dan berteriak beberapa kali lagi.

The translation of above sentence has high readability with score 3. The readers said that they could understand the translation easily. The message of source language and target language is not different. The strategy used by the translator is structure shift of noun phrase order, *important telephone calls* was translated into *pembicaraan telepon penting*. The translator understands that noun phrase structure of English is different with Indonesian.

2. The Appropriateness of the Translation as the Example for Teaching and Practice.

Based on the analyzed data taken from document of the translation text, questioner, and interview, the writer concludes that the translation result of *Harry Potter* is appropriate example for teaching and practice translation. In teaching translation, the writer (as the teacher of translation subject) explained the research results and then applied them in all steps of teaching translation. Briefly, the writer asked the students to bring the original novel of *Harry Potter*. The writer organized the teaching translation in groups of three. The writer managed the class to practice translating, discussed their translation result, and they were asked to write their own process in translating text. Next, the writer and the students draw some conclusion of translation concept, process, and difficulty in translating literary text. For the next steps, the writer explained the translation concept,

process, and difficulty in translating literary text by giving some examples taken from the research findings. After the step, the students were asked to translate a paragraph of literary text in their group. After that, all group presented their works in the class discussion. This was done 6 times with their different translated paragraphs. Next steps, the writer gave feedback by giving examples not only from their translation work but also taken from the writer's research results.

The teaching learning of translation was divided into lecturing, practicing and discussing, lecturing, and practicing and discussing, evaluating, lecturing, practicing and discussing, and evaluating to research on translation. In the teaching learning process of translation, the writer presented the appropriate examples taken from Harry Potter novel series and their translation. Students were asked to evaluate other translated novel by comparing with the original one. In evaluating the translated text, the writer gave examples as in the process of classifying the data as had been done on the research of Harry Potter novel and its translation. The process of teaching learning translation was held in one semester or about 12 meetings.

Based on the observation and interviewed to the students, it can be concluded that the students are able to translate the other literary text better and easier after understanding the translation process. Besides, they said that the examples (given by the writer) are appropriate with what they should do in transferring the message of source language into the target language.

Discussion

The first research result describes that the translator aims at achieving good quality of translation and it is not only suitable with Nababan et al (2012) but also Catford (1974) in Nord (2001) theory. Nababan et al (2012:6) explains that to assess the translation quality, there are three aspects: accuracy, acceptability, and readability. As mentioned in the second finding, the translation quality of Harry Potter can be seen from the three aspects. The translated novels of Harry Potter series are accurate. The qualitative parameter of the translation accuracy are all linguistic units in text transferred equivalently and no meaning distortion contextually. Acceptability of the translation is natural expression in target language, all words are familiar with the target readers. They said that the translation of Harry Potter series have no difficult words. Name and specific words used to name setting of place, both as major and minor characters. Besides, the translated novels use standard Indonesian pattern and the words used do not only deviate from Indonesian culture but also easy to understand. All aspects of the translation quality can be reached by the translator using eight strategies, such as deletion, addition, adoption, adaptation, category shift, intra-system shift, level shift, and structure shift. This statements can not be separated from the translation concept, process, equivalent translation, and all linguistic units. Therefore, the research findings can be used as one of the material sources in teaching translation. The writer concludes that the translation as a whole can be used as the appropriate examples of teaching in translation.

Conclusions and Suggestions

This sub is divided into conclusion and suggestion.

1. Conclusion

Based on the explanation of the research finding, it can be concluded that (1) the three aspects of translation quality show that the translation novel of Harry Potter is accurate, acceptable, and readable and (2) the translation of novel can be appropriate examples of teaching and practice translation because the translation of Harry Potter has good quality and the translation shows that the translation process uses eight strategies to grasp equivalent message.

2. Suggestions

Suggestion is intended to learners of translation, they should be aware that in translating text, quality is very important. Suggestion is also given to other researchers, they can do further research related to the translation quality that can be proceeded to formulation of sentence rules in translation.

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THE INTERACTIVE RELATIONSHIP BETWEEN PEDAGOGICAL PRACTICES AND PROFESSIONAL DEVELOPMENT OF EFL TEACHERS IN WRITTEN CYCLE

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Abstract: Several researchers have revealed their findings of teachers' professional practice, that is, how they plan their lessons, the decision they make, and the applied teaching methodology in their classrooms. This present study aims, first, to explore EFL high school teachers' pedagogical practices in the context of written cycle and second, to examine the extent to which the pedagogical practices impact teachers' professional development. The researcher employs a case study by utilizing document analysis taken from syllabuses, schemes of work, lesson plans, and worksheets, recording, questionnaire, structured open-ended interviews, classroom observations, and stimulated recall from five senior high school English teachers to get the data. The finding indicates teachers' knowledge and the stance of enabling them to see affect pedagogical practices in written cycle of English teaching. These allow them to have professional development as well. This study contributes theories of interrelationship between pedagogical practices and professional development. Thus, teachers are recommended to be open as reflective teachers in order that successful change and professional development can occur.

Key words: *pedagogical practices, professional development, written cycle*

The study of professional practice especially how teachers make instructional design concerns with the ways of practitioners organize and process complex bodies of information in fields such as teaching methodology, setting of the subject, experiences as well as the knowledge. It is carried out to problem solving and decision making. However it is rare to study to date focused on professional practices and professional development in written cycle. Thus, this study aims to know the interactive relationship of professional practices and professional development in written cycle. What factors that responsible for EFL high school teachers' pedagogical practices in the context of written cycle and second. To what extent pedagogical practices impact teachers' professional development.

Olesen (1979) says professions are occupations wherein performance-that is both tasks and human service- is regulated by those already admitted to the guild on the basis of the particularized knowledge they possess. Practice is defined as exercise of professional skills and as achieving more humane relationships with clients (Olesen, 1979:2001). The notion of teaching as profession is the centrality of career growth as an ongoing goal.

In education, the term teachers' professional practice is used to describe informal entities. Further concept of professional practice as Danielson (2008; 1) proposes requires evidence of practice-evidence of each the components of teaching identified in adopted framework. This must be grounded in actual events, in actions or statements, in artifacts or in decisions a teacher has made. A teacher's professional practice would be the surest means of sustaining the program and implementing other ideas for operating a school and serving students well. They strive for an environment that encourages creativity, risk-taking, high-quality work and achievement, and sharing knowledge and skills.

In tune with teaching approach that is currently applied in English teaching puts the priority for achieving communicative competence especially oral and written language competency. This idea is supported by Kern (2000:15) that communicative competence is not only oracy but also literacy. Consequently, teaching-learning activities of English in high schools are divided into two: oral and written cycles. Oral cycle covers speaking and listening, while written cycle covers reading and writing.

Effective literacy education occurs when it is conceived as dynamic and multidimensional in nature. Kucer (2009:4) says becoming or being literate means learning to effectively, efficiently, and simultaneously control of linguistic, cognitive, sociocultural, and developmental dimensions of written language in a transactive fashion. The linguistic dimension conceives of reader and writer as code breaker and code maker, the cognitive as meaning maker, the sociocultural as text user and text critic, and the developmental dimension as scientist and construction worker. Readers draw upon these four knowledge resources when engaged with any written language events.

Method

A case study seems to be the most appropriate way to go about capturing this data and exploring this topic. This study utilized sources of data such as events of teaching-learning process, informants or 5

experienced teachers who teach in public schools of SMA in Magelang Municipality as subjects, and documents. In collecting the data, this research utilized the following techniques: document analysis taken from syllabuses, schemes of work, lesson plans, and worksheets, recording, questionnaire, structured open-ended interviews, classroom observations, and stimulated recall. Due to the nature of the study, inductive analysis was ongoing throughout the full period of data collection. The researcher conducted this form of analysis simultaneously throughout the research period for ten months in written cycle of English lesson.

Findings

Teachers' Professional Practice in Written Cycle

Through teacher project, literacy instruction “constituted of the informed effort by the English teacher to prepare and sustain students linguistically, cognitively, socially, and emotionally as they interact with those readings as laid out in methodologies based on the content literacy model.

Developing Linguistics Dimension

In two-time teaching when the researcher observed she led discussion of linguistic features of procedure texts such as grammatical pattern, the use of tense and sentence linkers of sequence maker. Vocabulary is another linguistic element to discuss in the second meeting. The teacher concerns very much on the linguistic dimension of literacy. She said ‘jadi ini’ in Indonesian to show emphasis or ‘here it is’ in English about the use of linguistic forms to show comparison and contrast and she explained about noun phrase as well in teaching discussion text. The teacher discussed diction used in the texts presented, part of speech of the words, as well as the synonym of them. He also discussed about the word construction into phrases. He thinks that vocabulary and knowledge of structure are important in communication.

Teacher discussed the feature of language in analytical exposition. The teacher clarified students’ understanding about the tense used in the text, part of speech and synonym of words.

Developing Cognitive Dimension

The subjects in this research concerned with cognitive dimension of literacy by asking students to find the meaning of the whole texts. In this case the teacher demanded the students to make use of their understanding of vocabulary to conclude the content of the text. He asked the students to guess the meaning of words in the text. The teacher also in asked the students to find moral value of the text. It’s clear that readers’ have to activate their critical thinking and to construct the meaning of written text in finding moral value. In professional practice, there is a teacher who scaffolded students to access and use appropriate background knowledge and self-monitor their unfolding worlds of meaning as they interact with printed text to encourage students use their knowledge of generic structure of the text and to identify them on the text they discuss.

Developing Sociocultural Dimension

A study of literacy practices in written cycle of students’ sociocultural dimension shows that these five subjects facilitated student to improve sociocultural dimension of literacy. The data of D1 shows that she attempted to develop students’ sociocultural dimension of literacy by discussing literacy events in daily life, i.e. preparing breakfast. She presents sociocultural perspective of text in terms of the purpose(s) for literacy activity (Kucher, 2009) and social membership or (Kucher, 2009) ‘beingness’. The social membership caused their use of text in this manner is the teacher and the students as she used the personal deitic expression (Yule, 2003) ‘we’ that refers to the speaker and the audience. Inherent with beingness, this deixis refers to social identity of culture (Kucher, 2009) that is defined as the individual perceived view of the behaviors, values, norms, and ways of knowing that are appropriate to his or her ethnic group together with the value and affect that are attached to the feature.

The teacher improved students’ sociocultural dimension of literacy mastery by discussing the purpose of literary work of parody for entertainment. The data presents the teacher (E3) invited students to identify literacy event written in the text to determine the purpose of the text. The social memberships involve in the text as message are Kevin who sends the message for Joanna. The literacy event of the text is reading a mail that is sent by Kevin. While the purpose of it is sending a message to buy ticket and reserve a hotel. Examining the purpose of literacy activity and then consider the social group of membership impacted of print in this manner are efforts to improve students’ sociocultural dimension of literacy. To improve students’ sociocultural dimension of literacy, she presented the social function of the texts and reminded them not to be confused with the term ‘aim’ because aim is actually synonymous with purpose.

Based on the excerpts all teachers tried to develop students’ socicultural dimension of literacy that covers the purpose of literacy activity and consider social group membership impacted use of print in this manner. Kucher (2009) says that literacy as social practices has received increased attention that focus on both function or purpose and forms of group literacy activity.

Professional Development

Teachers come to post active reflection after teaching as a way of developing teaching skills. In this reflection, teachers engage in after classroom practices. It functions to provide teachers with an opportunity to consider the teaching event thoughtfully, analytically and objectively.

Being relatively free to have pedagogical practice and firmly-established teachers' practice are two major themes emerged from the data regarding teachers' reflection in written cycle of English as a foreign language classroom.

Most of the participants in this study had not necessarily spent much time reflecting upon their pedagogical practice of English in written cycle and were therefore either unable to articulate them clearly or felt they were in a state of transition in their professional practice and thus open to experimentation.

The personal and professional knowledge bases of the senior high school of English teachers in this research are rather individual and similar. As such, the participants in this study relied their contextual, practical, and strategic knowledge on any theoretical or pedagogical recommendations. This explains why the applicability of the theory of literacy might be (has been) so limited because teachers in this context might not tend to look at the "why" or theory behind instruction on a regular basis, nor might they be familiar with the "what" or "how" of written cycle in English literacy-based teaching.

Based on the facts above, teachers' information processing behavior represents the fine tuning of the system of activities which have been established. The establishment of the activity flow greatly influences the potential stimuli to which the teacher can respond and establish routines through which he will respond. It also establishes the parameter within which off task and on task behavior (Peterson and Clark, 1978:556) will be defined as well as appropriateness or correctness of responses. Most of the routines which are established are to bring about increased on task behavior and appropriate (substantively correct) response to instructional task.

Within the flow of activities, teachers are constantly receiving information, processing it and responding to the information received. The teacher would receive information which resulted in their deciding to use different method, material or major regrouping of the students. This reflects that teachers work within the general framework and fine tune that system (Joyce, 1979:76). The rarely make decision which radically change the direction of instruction.

Understood from this perspective, it is easier to see why this theory has not wholly been put into practice. This experience comprises the acquisition of theories about man, society, learning and teaching. By using this concept, it is clear that teachers' thinking serves to reduce gap between theory and practice in education, as personal constructs have their roots in formal theories as well as in classroom experience or personal histories. Teachers' conception of a subject matter influence their judgments, decision, and behavior. Shavelson and Stern (1981) justifies the fact that teachers tend not to teach what they do not know, and they tend to teach based on what has worked for them in the past about education and teaching guide their decision.

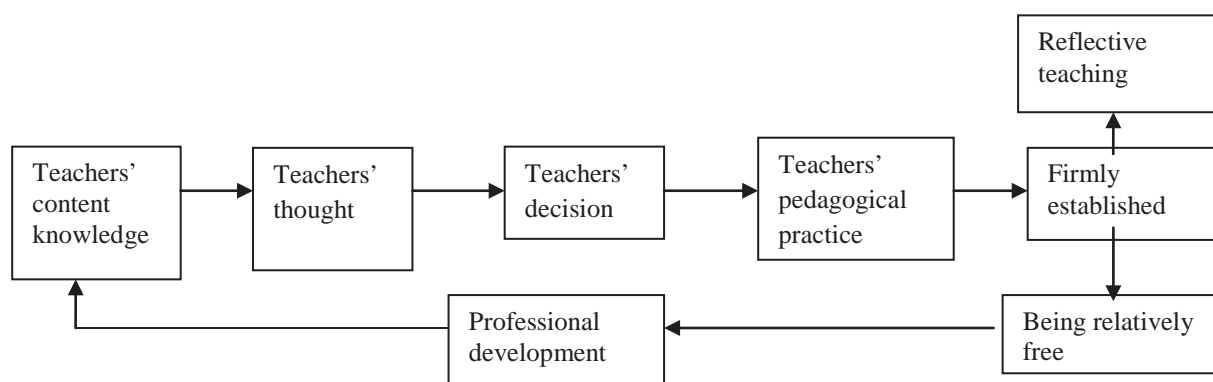
It would seem that sometimes practices change. Such a situation potentially puts teachers at odds with their role as literacy-based teacher and as school members for they may be asked to teach in ways that may not align with their individual beliefs and may not feel it is within their power to make changes. This is in tune with Shavelson and Stern (1981:482) idea's that state teachers are reluctant to change their routines, even if they are not proceeding as well as expected. When change do occur, they typically are minor adjustment in the routine and not major revision fine tuning as it is called by (Joyce,1979:75). Routine minimizes conscious decision making during interactive teaching and so activity flow is maintained. Usually on the basis of lack of students involvement or behavior problems, teacher judge that the lesson is problematic and may choose to continue the lesson or change the lesson (Shavelson and Stren, 1981). Typically, teachers choose not to change the lesson (Joyce, 1979; Peterson and Clark, 1978) as it was stated by K5 as one of the participants of this study in the exit semi-formal interview.

The extent to which teachers are able to fulfill their ideal pedagogical practice depend on sets of mediating factors. Teachers are seen as active agents with many instructional techniques at their disposal to help students reach some goals. The teachers' decision making depends on their thought about those factors that include the number and the characteristics of students, classroom space, the availability of resources and equipment, school policy, culture, and demands of national curriculum.

How pedagogical practice changes and the effect of those changes will depend on the extent to which teachers are able or willing to reflect on the links between knowledge to practice. Reflection may be described as critical. Critical is not criticizing or being negative. It refers to the stance of enabling teachers to see knowledge and pedagogical practice in relation to the historical, social, and cultural context in which teaching is actually embedded. It also allows the teachers to develop themselves individually and collectively and to deal with contemporary events and structures and not to take these structures for granted.

It also guides them their thinking and projections for future pedagogical practice as professional development. Richards (2000) support this reflective teacher that they shall engage in systemic and social forms of inquiry that examine the origin and consequences of everyday teaching so it impedes the change and

improvement. Thus, teachers' content knowledge, thought, decision, pedagogical practice, reflective teaching, and professional development are cyclical one as it is presented in the following figure.



Conclusion and Suggestion

The findings signify an explanatory interrelationship between pedagogical practices and professional development. Knowledge that is assumed to be true is considered as beliefs. While, teachers' action as classroom practices are directed by their thought process. Teachers' decision making depends on their thought about the content, the pedagogical, and curriculum aspects. The next phase is reflection after classroom practices. Due to the cyclical nature and the continuity of teaching, reflecting functions as a way of developing professional practices.

Reflective teaching in language instructional setting is beneficial to some extent. English teachers are suggested to be open in reflective teaching. It needs systemic and social forms of inquiry that examine the origin and consequences of everyday teaching so it impedes the change and improvement of professionalism.

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THE IMPLEMENTATION OF CURRICULUM 2013: WHAT THE TEACHERS-EDUCATORS VOICE

Dwiyani Pratiwi

Abstract: Curriculum 2013 has been implemented. Several programs to socialize this new curriculum also have been done by the government and other institutions, like Board of Teachers Association and Teachers Training College (LPTK). The main targets of the programs are teachers, teacher-educators, and students-teachers. Yogyakarta State University as one of the LPTKs prepares the students to be teachers who will also apply this curriculum in their future teaching career. Because teachers-educators are responsible for explaining this new curriculum to the students, they have to have a good understanding on this curriculum. According to Richards and Lockhart, the teachers' actions in the classroom reflect what they know and believe (1996: 29). Many of them still have different perceptions and understanding on Curriculum 2013. Based on data collected through interviews and questionnaire, this paper will provide the description how the educators in Yogyakarta State University understand and perceive Curriculum 2013.

Introduction

Based on the Regulation of Education Minister, Number 81a of Year 2013, Curriculum 2013 has been officially implemented. It is implemented in stages since the mid of 2013 and not all schools have implemented it. Because Indonesia has many differences in some aspects and the ability to understand the new curriculum is varied, problems faced by the stakeholders, teachers, students, and educators cannot be avoided. That is why the training on Curriculum 2013 is very important.

Many trainings and discussion forums on Curriculum 2013 have been conducted to introduce this new curriculum and train the teachers and educators. Several government and non-government institutions, like Teachers Training College (Lembaga Pencetak Tenaga Kependidikan/LPTK) and Board of Teachers Association (Musyawarah Guru Mata Pelajaran/MGMP) support the success of this curriculum implementation by providing trainings both to teachers and educators.

Yogyakarta State University, as one of LPTKs is also responsible for socializing this curriculum and providing all lecturers and students with good knowledge about Curriculum 2013. Lecturer that plays a role as educator also should have commitment to guide the students to be able to implement the curriculum in their future teaching career at schools. Consequently, the lecturers should have a good understanding on the curriculum. What they understand and think will give effect to the actions done in the classroom. As stated by Richards and Lockhart (1996: 29) that 'what the teachers do is a reflection of what they know and believe, and that teacher knowledge and "teacher thinking" provide the underlying framework or schema which guides the teacher's classroom actions'. The teacher's belief systems are founded on the goals, values, and beliefs teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it. The teacher's belief and knowledge also reflect the curriculum implemented.

The lecturers of UNY also have got a short training on this curriculum. Even some of them also help the government to socialize it to teachers and teachers' supervisors. However, because it is new for them, not all of them have the same understanding and perception on the curriculum and the implementation.

Focus

Curriculum is not a final product. It is a continuous process, and it must be evaluated frequently to make the course (implementing the curriculum) run effectively. The evaluation should be done in any step of curriculum, from planning to implementation (Hewings and Dudley-Evans, in Richards, 2001: 287). The evaluation may focus on many different aspects, such as curriculum design, program, teacher training, teachers, etc. The information about the the implementation of a curriculum can be from different resources, such as policy makers, stakeholders, principals, teachers, and students. The focus of my investigation is to get information about how the lecturers of English Education Department, Yogyakarta State University believe and know about Curriculum 2013.

Method

To get the data about the lecturers' (educators) perception and understanding about Curriculum 2013 and the teaching of this curriculum to the students teachers, interview and questionnaire were conducted. The lecturers were asked some questions about their understanding about this curriculum and how they taught it to their students.

The questions are about:

1. The aims of Curriculum 2013 in improving students' English skills and in building their critical, analytic, and creative characters.
2. The scientific approach in the language teaching
3. The teaching of Curriculum 2013 to the students teachers of English Education Study Program of Yogyakarta State University
4. How the lecturers understand the curriculum
5. How the lecturers suggest to support the implementation and the improvement of the curriculum

Findings and Discussion

As stated in the Education Minister Regulation No.65 of Year 2013, which is about Process Standard, Chapter 2, the target of the teaching process includes three domains, i.e. attitude, knowledge, and skill. Those three domains have different achievement process. Skills are to get through several steps, i.e. observing, questioning, trying, analyzing, communicating, and creating (steps in scientific approach). In another chapter, Chapter 4, there is a statement that the main activity uses teaching and learning model, teaching method, teaching media, and learning resources that are relevant to the characteristics of the students and the subject. The selection of thematic and/or thematic-integrated approach, and/or scientific approach and/or inquiry and discovery approach, and/or project-based learning depends on the characteristics of the competence and education level. Both statements in Chapter 2 and in Chapter 4 are in line with the use of teaching method or approach, that is scientific approach. The process of introduction and implementation of the concept of scientific approach leads to different understanding and perception regarding how this approach should be implemented in the teaching process, and in this context the language teaching.

There are some statements responding to how the scientific approach is used in teaching English.

The first statement:

"The aim of Curriculum 2013 is quite ideal to build the students' characters – being able to think critically and analytically and to be creative as the basis for thinking scientifically."

Another statement from the same lecturer says that "scientific approach is in line with the concept of communicative, contextual, and meaningful learning".

The third statement from another lecturer:

"It is not always appropriate to teach English language skills with this approach (scientific approach). Based on the curriculum, the approach selected can be based on the characteristics of the students and the subject. Therefore, teachers can use different approach, for example, communicative approach for language teaching."

The fourth statement:

"Through scientific approach, the students are encouraged to behave and think scientifically, and it is for all subjects. In other words, the aim of the curriculum, by implementing scientific approach, is to develop scientific attitude, thinking, and behavior. That must be holistic, and each should be integrated within subjects".

She also said that the curriculum 'forces' the users (teachers, lecturers, educators) to believe that to teach language must use scientific approach. Then, she asserted that it can be used to build good attitude of the students.

Teachers and teachers-educators, actually have been familiar with School-Based Curriculum. And in their teaching context, some models of language teaching methods were used, such as PPP (Presentation, Practice, and Product) and Text/Genre-Based Approach (involving five main stages- Building the context, Modeling and deconstructing the text, Joint construction of the text, Independent construction of the text, and Linking to related text (Feez and Joyce, 1998). Now they have to implement new curriculum in which scientific approach is used. The next concern of this discussion is on how the teachers are introduced to this change so they will not find problems in understanding and implementing the stages in the scientific approach.

Some lecturers have their own beliefs and ways to bridge the different implementation of School-Based Curriculum and Curriculum 2013 in term of the use of scientific approach.

The first statement was given by a lecturer who frequently joins Teacher Supervision Program held by Directorate of 'Sekolah Menengah Pertama (SMP)'. She said that:

"Scientific approach in its implementation should be bridged by another approach that has been used before, that is Text-Based Approach. Each stage in the approach is possibly adjusted to the stage in scientific approach".

Another lecturer did the same thing. He tried to help the teachers and students teachers understand the scientific approach by making an analogy as described in the following table.

Scientific Method	Genre-Based Approach
Observing	BKOF
Questioning	BKOF
Trying/Collecting Data/Information	MOT
Associating/Analyzing Data/Informasi	MOT
Communicating	MOT
Creating	JCOT & ICOT

Both of them used the same analogy when explaining it to the students of English Education Department, especially those who joined microteaching classes.

Regarding the next focus of this discussion, which is about the educators' suggestions to the implementation of Curriculum 2013 and the improvement of the curriculum, the followings are the suggestions from some lecturers:

“It needs consistent and continuous guide and supervision done by appropriate supervisors”.

“There must be a good guideline”.

“Supervising is necessary, and there must be the same perception so that there will be no bewilderment in introducing and implementing this curriculum”.

“The teachers are given autonomy to develop what they are thinking about the teaching because not all subjects have the same characteristics. And, this autonomy is also given to principals, supervisors, senior teachers, and decision makers. What also needed is the guideline.”

Conclusion

Curriculum 2013 is new for everyone (e.g. teachers, students-teachers, lecturers/educators). Some of them have joined trainings and some others are directly involved in working on the socialization of the curriculum to the teachers. Because they have different background and experience, their perception, belief, and understanding of the curriculum can be different as well. All differences may give benefits to the improvement of the curriculum and in the implementation of it. Teachers-educators also have various interpretation and use their own ways in introducing this curriculum to the students-teachers.

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PRE-SERVICE TEACHERS' PERCEPTION ON TEACHING FEATURES: A Case Study at Mulawarman University

Dyah Sunggingwati

Since teaching and learning process in the classroom has great influence on students, teaching knowledge of pre-service teachers has important role to generate classroom atmosphere as learning input for students. In this paper, I would like to present the perception of pre-service teachers of English department of Mulawarman University towards aspects of teaching. The audience for this presentation could be academics or faculty members as the language program is English for adult learners. The data were gathered from the given questions to 22 pre-service teachers prior to Micro Teaching course. The questions focused on the features of teaching and learning process such as preparation before teaching, teaching strategy, the use of media, and assessment. Based on the emerged theme from the data, the findings show that the responses signify the importance of each feature for teaching, highlight what students' desire from their teachers, and broaden expectation what teachers need to do in the classroom. This implies that the pre-service teachers are aware of teaching attributes they need to have in the teaching process. It is expected that the results from this study would be beneficial to improve the quality of teacher education particularly in the teaching knowledge that could improve the quality of students.

Keywords: *pre-service teachers, teaching, perception*

Background

Completed a course of Micro Teaching is one of the requirements of pre-service teachers of English department at Mulawarman University before they have teaching practice program at secondary level schools. In this course, they learn how to teach through peer teaching which focuses on the features of teaching as an evaluation. The features which are gathered from the faculty comprises preparation before teaching, main activity, teaching strategy, the use of media, students participation, assessment, the use of language and closing. The evaluation used in this study is similar to the one that applies in the teaching practice program at schools. It is hypothesized that using similar evaluation would provide students more awareness of the teaching features that they have to alert to.

Loughran (2013) points out that students have observed that teaching is often perceived as passive activities therefore it seems something direct and uncomplicated. This might come from the sense that teaching is a series of teaching action done in the classroom to deliver the materials or information from teachers to students. "Teaching then is not bound by a script or set of routines but depends on a teacher making informed decisions about practice. From this perspective, teaching is dynamic and demanding because it must be responsive to the varied learning demands inherent in the situation" (p.120). This implies that in fact teaching is not as simple as it is perceived in common but vigorous and tends to be complex. Xu and Conally (2009) have accentuated that "When a teacher responds to a student or designs a particular lesson, their actions and plans are based on the totality of their experience" (p.221).

Meanwhile, teachers earn knowledge from formal and informal educational experience. Most formal educational experience is obtained from teacher education program that has impact on what teachers' beliefs which they might practice in their teaching (Borg, 2011). In particular, lack of knowledge in English will impede the teaching preparation in terms of the learning objectives (Edge 1988; Cullen 1994; Barnes, 2002; Trappes-Lomax & Ferguson, 2002). For that reason, this study focuses on the perceptions of the pre-service teachers about the teaching knowledge before they experience in the course of Micro Teaching.

Methodology

The data were responses from the questions given to 22 pre-service teachers prior to Micro Teaching course. The questions were taken from evaluation sheet of how the pre-service teachers deliver their teaching materials provided by the university which focusing on the eight features of teaching and learning process. The teaching attributes were preparation before teaching, main activity, teaching strategy, the use of media, students participation, assessment, the use of language and closing. The questions were written in English and the students were given time a week to response the statements, therefore their responses were slightly less formal. The responses were analyzed based on the theme emerged from the data.

Findings

The responses of the statements in this finding section are original responses without any editing. The findings generally show that all of them identified the importance of each feature for teaching. To be more specific, the responses of each teaching feature is presented as follow:

1. Preparation focuses on student's readiness to learn English lesson. This part consists of readiness to learn and activity for activating background knowledge. The responses of the preparation can be classified into the importance of the preparation, readiness, and way of conducting preparation. About 12 responses highlighted the importance of preparation for teaching such as

I think preparation is important because it's a start of the learning process. It determines how fast the students will understand about the material that we're going to teach. Because when they know the basic concept from the beginning, they will be easy to learn the material that we will give them later (S-4).

The student understands that preparation for teaching is crucial for the successful of their students learning. This will offer their students pre-knowledge of the lesson they are going to learn. Other response showed that preparation is not only important for successful learning but also to ensure readiness both for students and teachers

For me, preparation is not just focuses on students' readiness in the classroom, but also teachers' readiness before the class. Teachers' readiness is how the teachers make preparation, how they manage the materials that they will be taught, and how they will start their class activities. The role of teacher in preparation is very important because through this preparation the teaching and learning process will be easy (S-9)

The response above emphasizes on the readiness of the teachers to teach their students. This includes teaching material, classroom, and activities will be. Besides the benefits, the responses also show how to prepare the teaching

Before teaching, teachers must first ensure themselves over the study matter. When entering the class don't forget to greet students and customize in order to be ready to learn, but not directly into the core material, socialize first, for example discussion about weather today. In addition, there could be a bit of a repetition of the subject matter.

The statement indicates that teaching preparation could begin the lesson with informal topic or what the students have already known. Therefore, the students' responses showed that they were able to point out the preparation for their teaching.

2. Teaching main activities means teachers master the topic given and are able to link the material from the previous one and real life, be able to deliver the material based on the students' characters. Three themes become apparent from this teaching feature, namely teachers need to master what they teach, teachers know students' characters, and materials should link with real life.

Every teacher should be aware of the material to be provided and don't get confused. The hope of material given related to students' life will make it more meaningful; for example learning about like or dislike. The teacher can ask a question "who likes ice cream?" or "who dislikes chili?" and then the students can answer "I like ice cream" or I dislike chili (S-14)

The view above reveals that teachers need to master and be ready to materials they teach. The way to introduce the topic should begin with something familiar for students. Further, students also provide some sources for teaching activities that are based on their characters.

This step is also important because this is about the material. Maybe the teacher can give the book, handout, or power point that relate to the material for the students. It depends in the students' characteristics, may be some students like to study with their laptop so we can give power point material (S-13)

Next, students were able to elaborate the importance of teaching activity with real life context.

For me knowing the character of the students is important. So the material will be delivered effectively. For example, if the students like to play we better teach them with a game that related to the materials. On the other hand, we also need to link the material with the real life situation. For example, we can teach the students with the conversation in the market by using role-play (S-4)

The students' responses showed that the activities in the classroom should be linked to students' characteristics and real life therefore teachers need to provide different sources of learning to meet students' characters.

3. The teaching strategies are the ways teachers conduct the teaching and learning activities based on the objectives, delivers the lessons systematically, are able to manage the class, employ contextual learning, motivate students to learn, and uses the allotted time appropriately. The responses showed the role of teachers in this feature and time were necessary

The role of teachers is not only force the students to have good score but also capable to manage the class. The teachers have to be selective about what strategy, which appropriate with the level class she taught. The teachers have to use the time effectively so they do not waste the time (S-1)

The writing above indicates that teachers should be apply appropriate teaching strategies based on the level of the students so that time is effective used. Further, students also emphasized the importance of time in teaching strategies.

Every teacher has a plan more than one, so is the teaching method used must be adapted to the character of students. If it is not matched, it may be replaced, and don't forget to pack the material in contextual that have more relationship with student' life. In addition to that, teachers should also motivate their students to continue the previous example, teachers eagerly discuss about ideals. They should set the schedule to teach for each meeting so that it would be enough for assignment, for example pre-teaching is 15 minutes, teaching for 60 and closing for 15 minutes (S-14)

The above script shows that teachers need to have alternative teaching plans that also motivate students to learn. Time is also substance.

4. The use of media is that teachers are able to use the media effectively and efficiently, generates impressive message for students, are able to persuade students to involve in the use of the media. Most of the responses reveal that the media is beneficial for teaching especially to get students' attention and interest in learning.

I think this is one of the factors that can influence the students' interest to study. We can use some media like LCD or tape recorder. Maybe if possible the teacher can use some posters that contain the materials that we want to tell the students so that they don't feel bored and become interested in our materials. You can imagine if the teachers just read the materials, then the students just be the listeners. Maybe the students will be bored or sleepy. Also, the use of media can make the teachers become easier to extend the material without covering all the materials in the book (S-13)

This response indicates that the students recognize the advantage of the media in their teaching.

5. Students' participation means teachers allow students to involve in the class activities, shows open –minded to students' responses, and shows joy and enthusiasm in teaching. The responses reveal that students' participation links to the class atmosphere, its importance, and some activities for participation.

The best teachers will give the chance for students to speak in front of the class and tell what their responses, your student participation also indicates if your students enjoy our class or not (S-17)

The response above underlines that student participation such as offering opportunities to speak indicates that they enjoy the class. Further, teachers need to provide good atmosphere to allow students to participate in classroom activities.

Student' participation has a role to make the learning "alive". Alive here means the atmosphere of the class is fun even for the students or teachers. It also helps to build the relationship between the teacher and the students. The students will feel respected because they are able to deliver their thought about the subject. As teachers, they need to give positive responses to every comment the students give about the subject (S-4)

The response above emphasize that there should be a classroom atmosphere that offers opportunities for students to participate in learning activities and this includes the respect from the teacher such as bestowing positive feedback. Moreover, students perceived that teacher could apply some activities for student participation

The teachers can ask questions, divide the students into small group to discuss the problems. Asks students to present their work in front of the class, give additional credit if the students are active in answering teacher's questions (S-6)

The responses about student participation suggest that the students in this study recognize the importance and kinds of activities for participation.

6. Assessment deals with teachers monitoring to students' learning and conducting evaluation at the end of the lesson. The benefits of the assessment are for evaluation and monitoring students' learning progress.

The assessment not only for students comprehension but also evaluate the effectiveness of the teaching method. The teacher knows the strength and weaknesses of the students. It is the job of the teacher to find out the best solution to teach students effectively (S-4)

The assessment used to in the classroom is beneficial to evaluate the effectiveness of the strategy used in teaching and to check students' understanding. Therefore, the assessment is a hint for the teachers to make a decision whether continue or review their teaching topic.

7. The use of language means teachers use both oral and written language clearly and correctly. The responses revealed that the language can be as formal and informal as student wrote:

Teacher should consider what type of language used in the class, not all students like the formal language, so it depends on who the students, what degree and level of intelligence (S-5)

The quote above shows that the use of language should be appropriately used based on the level of the students. One student specified the importance of clear handwriting on the board and good language use. "Select suitable and appropriate language that easily understood by the students. Writing on board should be clear" (S4) and "Using good language will be a role model for students, as they know how to use it well" (S15).

Hence, the responses reveal that the use of the language both oral and written is essential for students both as a mean for understanding and as a model for learning.

8. Closing is the action when the teachers do reflection or draw conclusion that involve students and provide follow-up activities. Most of the responses showed that closing is crucial to emphasize what students have learned as pointed out by the following responses

Teachers can draw a conclusion from what they have explained and showed the students clear objectives why they learnt such material. Teachers can also give homework for students as the follow-up activity to make them independence and maintain their understanding while they are off the classroom (S-21)

The response on the closing of teaching illustrate that teachers need to draw conclusion, provide homework, and signify to the next topic. Reflection what they have done in their teaching is also necessary.

Conclusion

The findings imply that the pre-service teachers were able to ascertain the importance each of the teaching features, highlight what students' desire from their teachers, and broaden expectation what teachers need to do in the classroom. The pre-service teachers perceived that teaching preparation means teacher preparation for teaching as well as readiness both students and teachers. The preparation also includes how teachers begin the class informally. The main activities in the classroom should be relevant to student characteristics and contextual, and more sources of teaching activities should be applied in the classroom. Teachers should select teaching strategies aptly and have substitute design for their teaching if the strategies they apply do not work as they arrange. The use of media is imperative as a mean for the pre service teachers to ease their teaching. Student participation should make the class vivid therefore; student-teacher relationship should exist through respect each other and various activities. Assessment is beneficial to evaluate and to monitor of the effectiveness of the teaching. The students learned English not only from the classroom activities but also from their teacher therefore; the use of both oral and written English as input for their English. Teachers need to do the closing as a bridge before next topic.

This study implies that the pre-service teachers are aware of teaching attributes they need to have in the teaching process. They have possessed some knowledge of teaching and have acknowledged the usefulness of

each teaching feature that needs to be developed during the course in order to provide more formal educational experience (Borg, 2011).

It is expected that the results from this study would be beneficial to improve the quality of teacher education particularly in the teaching knowledge that could improve the quality of students

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THE PROFILE OF STUDENTS' CRITICAL THINKING THROUGH THEIR ARGUMENTATIVE ESSAY WRITING

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Abstract: Critical thinking is different from thinking. It is further a higher order of thinking since it needs a practice of using a number of different advanced thinking skills in various complex ways. It focuses more on thought; this means it looks at how facts are proven, arguments are formed, conclusions are reached, not just what the facts, argument or conclusion may be. Due to its importance, critical thinking is therefore fundamental and needed in all fields and disciplines. Critical thinking can actually be trained and developed through many ways, one of them is through writing, since it promotes critical thinking by requiring the students to organize their thoughts, synthesize and logically analyze their thoughts, and then present them and their conclusions in written form. Concerning with writing, critical thinking is best applied in writing essays, particularly in writing argumentative essay. This research-based article further investigated and described the profile of students' critical thinking, especially the English department students of UNESA in class 2012B, through their argumentative essay writing. The result of the research in general showed that from the students' argumentative writing results on the first and second task, it can be concluded that in writing argumentative essays most students applied their critical thinking and critical analysis and it was shown clearly in all parts of their argumentative essays (introduction, body, and conclusion). In the introduction, mostly the students took their stand/position which was stated in the form of clear thesis. Next, in the body of the essay, most students gave and described various kinds of evidence which are relevant and support the thesis and conclusion. Those various kinds of evidence (which are in the form of stories, experiences, statistics, examples, and surveys) were given by the students to make their argumentative essays look impressive, reliable, and convincing. The last, in the conclusion, most students stated their conclusion at the end of the essay by using either 'trigger' words or imperatives.

Keywords: *critical thinking, argumentative essay, profile, writing*

Introduction

Critical thinking is a general term that covers all thinking processes. It is a higher order of thinking which focuses on thought, meaning that it looks at how facts are proven, arguments are formed, conclusions are reached, not just what the facts, argument or conclusion may be. In addition, critical thinking is self-reflective. Asking questions, generating problems, showing examples, and evaluating the solutions are the phases in applying critical thinking which someone may pass through reflection. Reflection is the application of what someone has found out in the causes and problems. In language classroom, what the students have understood and comprehended is how they show their reflection. To gain critical thinking, it needs great efforts from both sides, teacher and students. From the teacher's side, there should be a change of teacher's attitudes towards his or her students, pedagogy, and himself or herself as teachers (Kabilan, 2000). Meanwhile, from the students' side, they should be able to identify and cite good reasons for their opinions and answers, correct themselves and others' methods and procedures, and adapt to uniformities, regularities, irregular circumstances, special limitations, constraints and over-generalizations (Lipman, 1988).

Due to its importance, critical thinking is therefore fundamental and needed in all fields and disciplines. Critical thinking can actually be trained and developed through many ways, one of them is through writing, since it promotes critical thinking by requiring the students to organize their thoughts, synthesize and logically analyze their thoughts, and then present them and their conclusions in written form. Concerning with writing, critical thinking is best applied in writing essays, particularly in writing argumentative essay. This article therefore described further the profile of students' critical thinking, especially the English department students of UNESA in class 2012B, through their argumentative essay writing.

Writing Skill

Writing is a process of expressing ideas and thoughts by putting them into a good arrangement in the written form. In line with this, Meyers (2005) states that writing is an action; a process of discovering and organizing ideas, putting them on paper, editing or reshaping and revising them. Through writing, one can inform others, carry out transactions, persuade, infuriate, tell others how he/she feels, learn to shape their thoughts and ideas, etc. Even nowadays, writing becomes a very important skill to face the global era. This means that writing is now used widely in every aspect of life, particularly for communicating with people, either

in formal or in informal writing. Thus, learning writing especially for students is very important for them as the input to face the future.

However, many people still assume that writing is very difficult to do. That is true, because writing is not a spontaneous activity that can be done easily. Writing cannot directly be well-done without doing any process to be a good writing. As stated by Hague (2003), writing is a process of creating, organizing, writing, and polishing or editing. Byrne, another language expert states that as a rule, writing requires some conscious mental effort; we think out our sentences and consider various ways of combining and arranging them (Byrne, 1988).

Eventhough the teaching of writing skills has been given to the students from the early stages, there are many students who still have a lot of problems in expressing their ideas into the written language. Those problems deal directly with three factors: psychological, linguistics, and cognitive. The problem caused by psychological factor means that the students are confronted with the fact that they are required to write their own, without the possibility of interaction or the benefit of feedback. While the problem caused by linguistics factor deals with the students inability to combine and link the sentences into a good and coherent paragraph/essay. The problem caused by cognitive factor deals with the content – what to say. Being lost for ideas is a common experience to most students, especially when they are required to write. To overcome those problems above, the teacher needs to be aware that writing is an important, basic language skill and needs to be taught in interesting and various manners. Besides, he or she should also phase the writing tasks from the simplest to more complex stage so that students are not frustrated with writing skill.

Writing skill is a productive skill (Harmer, 2001). This means people write for delivering the message and sharing information, thoughts and ideas to other people. Writing is a hard task and must be learned. In foreign language learning, writing skill is accumulative skill from other language skills (Harris, 1969). Writing in foreign language is initiated from recognizing letters, words, sentence structure, the combination of related sentences into a good paragraph, until the combination of related paragraphs into a unified and coherent essay (Abbot, 1989).

Components and Process of Writing

Writing consists of several components. These components help and ease students to make a good composition of writing. According to Jacobs, et. al (1981), there are five components in writing activity. Those are content, organization, diction or vocabulary, structure or language use, and mechanics. This is in line with what is stated by Heaton who says that there are also five elements or components of writing, they are content, organization, vocabulary, language use, and mechanics (Heaton, 1988). These five components become the focus with which writing should be evaluated. Each component has their own grade or score which determines the score of writing. The better the score, the better the writing is.

Deals with process of writing, there are some experts who state about this. First, Boas (2011) says that writing is one of the English language skills whose activities are planning, drafting, and revising texts. Second, Hague (2003) declares that writing is a process of creating, organizing, writing, and polishing or editing. Third, Hedge (1993) argues that the processes of writing include pre-writing, whilst writing, and post-writing. From those experts' opinions about process of writing, it is clear that writing is not an easy skill and takes a long time.

Seeing the importance of writing, particularly as one of the communication tools, it is not surprising that it is given from the early stages. In our country, it is given from elementary school (writing a sentence/sentences) to university level (writing essays, articles, and papers). Even in junior and senior high schools, writing is emphasized and taught in many different text types, such as narrative, recount, descriptive, report, procedure, reviews, news item, etc. Meanwhile, in university level writing is a compulsory subject that should be taken by all college students of English Department. In Surabaya State University (UNESA) itself, this subject is graded from Paragraph Writing (Writing I) to Thesis Proposal Writing (Writing V) (Buku Pedoman Unesa Fakultas Bahasa dan Seni 2012-2013, 2012).

Argumentative Essay

Argument is a reasoned, logical way of demonstrating that your position, belief, or conclusion is valid and that others are not. Three purposes of writing argumentative essay are to persuade readers to agree with your position, to defend your position by establishing its validity although readers cannot be persuaded to agree, and to attack some position you believe to be misguided or untrue without necessarily offering an alternative of your own (Kirszner, L. G. and Stephen R. Mandell, 1983). Argument and persuasion are not the same. Persuasion-getting other people to change their mind-is one purpose of argument, but that is not the only one. Although argument, the appeal to reason, is one means of persuasion, there are others: appeals to the audience's self-interest, to its moral sense, or to its emotions.

An argumentative essay uses reasoning and evidence to take a stand or state position on a controversial or debatable issue. Like any kinds of essays, in writing argumentative essay choosing the right topic is important.

It should be one that you care about, one in which you have an intellectual or emotional interest. Besides, you should be able to consider your topic from other people's view points so that you understand what they believe and can build a logical case that appeals to their sense of reason. If you think you cannot do this, you should abandon your topic and pick another one that you can deal with more objectively. In addition to caring about your topic, you should also be well informed about it. Here, you should consider your purpose; what you expect your argument to accomplish and how you wish your audience to respond. After choosing a topic and informing yourself on it, you are ready to take your stand or state the position you will argue in the form of a thesis. In stating the thesis, you should examine that your thesis is debatable. There is no point in arguing a position that everyone already agrees with or that cannot be settled through logic. After that, you should gather as much evidence as you can. Evidence is information that supports or opposes your thesis. Irrelevant information is not evidence at all. Both fact and opinion can be evidence; the difference is fact is verifiable independent of who says it, while opinion is personal judgment that may or may not be verifiable. The last, after presenting all evidence that support your thesis, draw a conclusion by summarizing the argument if it is long and complex, restating the thesis, or making a forceful closing statement (Kirszner, L. G. and Stephen R. Mandell, 1983). In brief, all the steps of writing argumentative essay above can be outlined as Introduction, Body, and Conclusion. Obviously not all arguments follow that essay organization. There are still other essay organizations that you can follow. One of them is as proposed by Bassham, et al. (2002) who divide the essay organization into three: Before you write, Writing draft, and After writing the draft.

Critical Thinking in Argumentative Essay

As stated previously, critical thinking can actually be trained and developed through many ways, one of them is through writing, since it promotes critical thinking by requiring the students to organize their thoughts, synthesize and logically analyze their thoughts, and then present them and their conclusions in written form. Concerning with writing, critical thinking is best applied in writing essays, particularly in writing argumentative essay. This is so doing because this is in line with the concept of argumentative essay which states that an argument is a line of reasoning, an angle or point of view, a position that is being defended, or a case that is being made backed up by evidence and examples, and leading to conclusions.

In writing an argumentative essay, the writer's critical thinking is really needed. All stages in writing argumentative essay require the writer's critical thinking. In short, it can be concluded that critical thinking is implemented in argumentative essay, especially in stating your argument or standpoint, your conclusion, line of your reasoning, evidence to support your reasoning, and critically reread and reflect on your own writing.

There are several stages to evaluate the use of critical thinking in argumentative essay, they are: identifying the writer's line of reasoning, critically evaluating the line of reasoning, identifying evidence in the text, evaluating the evidence (the use of three appeals: appeals to the audience's self-interest, to its moral sense, or to its emotions), questioning surface appearance and assumptions, identifying the writer's conclusions, and deciding whether the evidence supports the conclusions.

Research Question

Based on the introduction above, a research question is then formulated: How is the profile of students' critical thinking, especially the English department students of UNESA in class 2012B, through their argumentative essay writing?

Research Methods

This article is a research-based article. Since this article aims at investigating and describing the profile of students' critical thinking, especially the English department students of UNESA in class 2012B, through their argumentative essay writing, descriptive qualitative research is an appropriate design used in this research. The objects of this study are the words, phrases, and sentences of the students' writing in their argumentative essay. This descriptive qualitative investigation was applied to 24 college students of English Education of UNESA in the fourth semester at class 2012B. While the setting of this research/investigation is the Expository and Argumentative Writing Class. The data in this study are the words, phrases, and sentences stated in the students' argumentative essay writing. The data were collected through observation and argumentative writing tasks. To assist the process of data collection, the researcher used some instruments, they are: the students' argumentative essays and the observation checklist to have critical analysis on the students' critical thinking through their argumentative essays. After collecting the data, they were analyzed qualitatively.

Findings and Discussion

As stated previously, this article is a research-based article. It further investigated and described the profile of students' critical thinking, especially the English department students of UNESA in class 2012B, through their argumentative essay writing. This investigation was conducted in the last even semester, since the

students took the course (Essay Writing: Expository and Argumentative) during the even semester (February – Mei 2014). Based on Kurikulum Jurusan Bahasa Inggris Unesa (Buku Pedoman Unesa Fakultas Bahasa dan Seni 2012-2013, 2012), the competence standard of this course is enabling the students to write unified and coherent expository and argumentative essays which applies appropriate language rules and content rich. There are two essays which are focused in this course, namely expository and argumentative essay, but in this article the researcher only focused on argumentative essay.

Based on the field observation conducted by the researcher, it was shown that the teacher started giving and explaining about argumentative essay writing on the 10th meeting. On the 11th to 14th meeting the teacher started giving the students tasks on writing argumentative essays. In this research/investigation, the researcher did not focus on how the teacher taught argumentative essay to students or how the learning process on writing argumentative essay is, but she more focused the research or investigation on the students' writing result. During the observation the teacher only gave the students two writing tasks on argumentative essay; and the researcher analyzed those two essays to see the use of students' critical thinking through their argumentative essays by using observation checklist.

From the first task, it was shown that among 24 students, 4 students did not submit their task. While for the remaining students (20 students), it was revealed that five students' writing results are not argumentative essay; so there were only 15 students' writing results which are really argumentative essay. From those 15 essays, it was clearly shown that in writing argumentative essay mostly the students applied their critical thinking and critical analysis and it was shown clearly in all parts of their argumentative essay (introduction, body, and conclusion). In the introduction, mostly the students took their stand/position which was stated in the form of clear thesis. Next, in the body of the essay, most students gave and described various kinds of evidence which are relevant and support the thesis and conclusion. Those various kinds of evidence (which are in the form of stories, experiences, statistics, and examples) were given by the students to make their argumentative essays look impressive, reliable, and convincing. The last, in the conclusion, most students stated their conclusion at the end of the essay by using either 'trigger' words such as *therefore*, *in conclusion*, *in summary*, *so*, *thus*, and *we can conclude that* or imperatives for indicating conclusion in their essay, for example, *should*, *must*, and *need to*.

Meanwhile, from the second task, it was shown that among 24 students, 5 students did not submit their task. While for the remaining students (19 students), it was clearly shown that in writing argumentative essay all students applied their critical thinking and critical analysis and it was shown clearly in all parts of their argumentative essay (introduction, body, and conclusion). In the introduction, mostly the students took their stand/position which was stated in the form of clear thesis. Next, in the body of the essay, all students gave and described various kinds of evidence which are relevant and support the thesis and conclusion. Those various kinds of evidence (which are in the form of examples, statistics, surveys, and experiences) were given by the students to make their argumentative essays look impressive, reliable, and convincing. The last, in the conclusion, most students stated their conclusion at the end of the essay by using either 'trigger' words or imperatives.

Conclusions and Suggestions

From the students' argumentative writing results on the first and second task, it can be concluded that in writing argumentative essays most students applied their critical thinking and critical analysis and it was shown clearly in all parts of their argumentative essays (introduction, body, and conclusion). From the findings, discussion, and conclusion of the research, it is suggested for the teacher to always remind the students to use their critical thinking in writing academic writing, especially in writing argumentative essay.

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**CHALLENGE(S) ENCOUNTERED BY NOVICE ENGLISH TEACHERS
TO DEVELOP THEIR PROFESSIONALISM;
A Preliminary Research Report for Further Research in Lampung Province**

Feni Munifatullah

Abstract: This paper presents preliminary analysis of challenges encountered by novice English teachers teaching in secondary schools in Lampung province. This study was a modified-TALIS survey targeted to novice English teachers to identify professional challenge(s) encountered by novice teacher working in regencies of Lampung province. Their responses were analyzed using non-inferential statistics. The result showed that English teachers in rural and urban area were isolated from source of information, support from school and other related parties, and experienced misperception on their needs to their classroom practice. However, their plan to be professional remained strong.

Keywords: *challenge(s), novice English teachers, isolation, support, self-directedness*

Introduction

The term “novice” has frequently been used in studies on beginning teachers but there is no clear-cut definition of *a novice teacher* in the literature (Cui, 2012). A novice could be anyone who is teaching something new for the first time or who has entered a new cultural context for the first time (Farrell, 2012). Regarding their working commencement in an educational institution, novice teachers can be someone who are less than five years of teaching experience (Kim & Roth, in Cui, 2012), or two years of teaching experience or less (Haynes in Cui, 2012) or within 3 years of completing their teacher education program (Farrell, 2012). For the purpose of this study, a novice teacher was defined as a teacher who has less than five years of teaching experience.

There are several conditions occurred when a novice started working. After receiving university education and starting their jobs, novice teachers suddenly have no further contact with their teacher educators, and they experience the same challenges as their more experienced colleagues on the very first day of school without much guidance from their new school (Farrell, 2012). In addition, the first-year teachers are dependent on both school and district structures that channeled opportunities for learning to teach language arts for the access to resources for teaching language arts, in large part. The other condition is the novice teachers’ concerns focus may be particularly and largely powered by districts (Grossman & Thompson, 2004). Moreover, the pedagogy of novice teachers is affected by the institutional constraints, school culture and beliefs of the existing teachers in the schools (Karatas & Karaman, 2013).

Thus, new English teachers need various forms of support as they need time of coping with the pressure of real teaching (Tsui, 2003), of facing an anxiety provoking experience that involves a balancing act between learning to teach and attempting to take on identity as a “real” teacher within an established school culture (Farrell, 2009). Novice teachers also need a range of knowledge like knowledge of English structure and language acquisition (Crandall, Stein&Nelson, 2006), teaching and assessment (Jones, 2002), knowledge about learners such as establishing good relationships with pupils (Jones, 2002), helping ELLs to develop oral and written proficiency in English, understanding learning style, and knowledge of the basic laws and regulations governing the education of ELLs (Crandall, Stein&Nelson, 2006). Knowledge about school and community is also expected like knowledge of cross-cultural communication (Crandall, Stein, & Nelson, 2006).

Regarding to classroom practice, novice English teachers face so many problems related to classroom management, student motivation, handling differences among students, grading student work and dealing with students’ parents as the most cited problems. In addition, beginning teachers struggle with problems pertaining to dealing with problems of individual students, heavy teaching load with little preparation time, planning of lessons and schooldays, effective use of different teaching methods, awareness of school policies and rules, determining learning level of students, and knowledge of subject matter. The remaining problems include; burden of clerical work, dealing with slow learners, dealing with students of different cultures and deprived backgrounds, effective use of textbooks and curriculum guides, lack of spare time, and large class size. (Senom, Zakaria, & Ahmad Shah, 2013).

Considering the needs for support and knowledge, the study tries to seek the answers of what challenges novice English teachers encounter from school structure and what professional efforts novice English teachers perform to anticipate the challenges.

Methods

Instrument

The study used cross-sectional closed questionnaire modified from *Teaching And Learning International Survey (TALIS)* questionnaire (OECD, 2008) to collect relevant information from teachers self-report (Gay & Airasian, 2000). The questionnaire consisted of three sections; Section A consisted of eight questions related to school location, section B consisted of eight questions about personal and working responsibilities information; and section C exploring teachers' experience and plan to professional development activities or programs.

Participants

Novice English teachers participate as respondents in this study based on purposive sampling method (Gay & Airasian, 2000). The teacher respondents are selected with criteria; 1) have teaching experience maximum 5 years, 2) not more than 30 years old, 3) teach English as Foreign Language in Junior Secondary School in Lampung Province, and 4) willing to participate. There were 115 teachers who met criteria 1, 2, and 3. From this number, the researcher selected 36 respondents who willing to participate (requirement number 4). The responses of the questionnaires are processed and categorized into three based on the study questions. They are analyzed using non-inferential statistics calculation.

Findings

The result of the questionnaire is presented into three categories; information about school contexts at the workplace of the participants, information about individuals on their professional and personal information, and the information about professional development activities the teachers had involved or the activities they plan or want to participate immediately.

School Context

Schools in rural areas are located remotely and are distant from district central town. Each school provides various media of information, but all of them only provide postal communication some are linked through telephone access, and only a few provide internet connection. The distance to district central town makes the school staffs difficult to access public source of information available in town.

On the other hand, schools in cities provide all access to public information through postal, phone and internet media. They do not have difficulties in finding relevant information for their work. The number of English teachers in each school is ranging from 1 up to 18 teachers. On average, the schools employ 2-5 teachers.

Individual Professional Lives

Individual information consists of personal information like gender, age, work experience, work status, and workload. Teacher's gender is divided into 13 percent male teachers and 87 percent female ones. The age is divided into three age group; 6,5 percent under 25 years old, 80,5 percent between 25 and 30 years old, and 13 percent above 30 years old. The work experience is also divided into three categories; experiencing the first year of teaching 3 percent, those who are in the second or the third year 20 percent, and between three and five year teaching experience as much as 77 percent.

The participants are categorized into two types of employee, permanent employee and non-permanent employee. The permanent employees work for local government while the non-permanent employees work for the private parties which own the schools. 72 percent of the participants work permanently as local government employees and 95 percent of this percentage are assigned in districts in rural area. Another 28 percent work as non-permanent employees for private institution. Almost all of them work in cities. In spite of different working status, these two groups share the same obligation to work five or six days a week with classroom hours ranging from eight up to twenty five.

Professional Development Activities

From the questionnaires it is found that 70 percent of novice English teachers had involved in numerous professional development activities. Their participation is not voluntary as their school selected and enrolled them in the activities. From this 70 percent, only eight percent have additional activities from their individual initiative to participate in professional development activities. School decision to involve the novices into professional development activities afforded teachers to gain extra incentives. Fifty percent of participating novice English teachers gained incentives while the other fifty receive no incentives.

Among many forms of activity, these novice teachers mostly participated in workshops, seminar and professional network. They participated for a single day activities or for a longer duration maximum 11 days. 99 percent teachers had only single opportunity to participate in professional development activities in which 28 percent of these teachers had opportunity to participate professional development at school.

Apart from the professional development activities, these teachers were also asked about relevant activities which support their professional development. For instance, they are questioned whether they were ever engaged in such collaborative activity as discussion with colleagues, school meeting on designing or developing the curriculum, school vision and mission, and collaborating with peers to have discussion about students or to plan joint activities inter classes and grades. Their answers for these types of activities are similar. They never do such activities. Yet, they frequently exchanged materials for the lesson, shared media for instructional process, and applying evaluation standard.

Most teachers (93 percent) plan to participate in professional development activities. The favorite form is workshop and joining professional organization (MGMP and TEFLIN). On the second level preference, the respondents chose to enroll in graduate / post graduate programs and attending seminars. Other form of professional development; group discussion, observing other teachers' classes, lesson study, and mentoring are on the bottom of the choice. The frequency of the programs recommended by the teachers is ranging from biweekly, once in a semester, and annually at school or off-school. The surprising response was 7 percent teachers stated that they did not plan to participate in any professional development activities.

In fact, they have complicated situations which diverted their focus from being professional. They reported challenges they confronted in their profession. The most frequent challenge is managing time among teaching, responsibilities outside the classroom, and the schedule of professional development. As a matter of fact, less than 30 percent participants had actual time for professional development activities. The second situation that challenges these teachers is that they cannot fulfill the criteria for enlisting in particular program as they are still novices. The next challenge is the "episodic" program unsynchronized to their classroom needs. If there is any program they may join, they may neither get approval from their principal nor financial support. Not less challenging is the barrier from family concern. They prefer taking care of their family instead of leaving them to participate in an out-of town activity.

The last but not the least, novice English teachers need different foci on professional development. The themes offered in the questionnaire consist of pedagogical knowledge, content knowledge, knowledge about learners, and contextual knowledge. Teachers from all districts demanded all types of knowledge. However, only respondents from Bandarlampung city did not mention their need towards content knowledge.

Discussion of the Findings

The findings indicated that the challenges encountered by novice English teachers were categorized into two broad challenges. The first one was isolation and the second one was classroom practice misperception. The isolation could be elaborated into isolation of their access to sources of knowledge and information and isolation from their community. Findings signified that schools provide minimum sources to obtain new knowledge and do not utilize its members to share knowledge to each other.

On one side, schools in rural areas scarcely update new information through internet websites. This may slow the novice English teachers' development down because they did not know the newest information and were not well informed about new strategies and tips for teaching. On the other side, schools in the cities were providing more complete media for accessing new information. Yet, novice teachers' workloads were amounting; prevented them to have time just to update information.

Despite the lack of the media, school as a community still holds a valuable source of knowledge; its members; it consists of principal, vice principals, senior teachers, students, students' parents and administrative staffs. School members, together, can develop a positive atmosphere of knowledge sharing. They may invite all members including the novice teachers in regular meeting in which novice teachers may develop their knowledge and acquire advice, guidance, or suggestion to overcome their challenges. Unfortunately, these valuable sources have not been explored yet as novice teachers are rarely involved in any form of collaboration. They are rarely invited to participate in designing curriculum or to observe their seniors' teaching practices. School structure and local education board never had collaboration to share policies, knowledge, or skills with teachers.

To conclude, both types of isolation led novices into **lack of support from school as a structure and as a community of practice.**

The second challenge rose from classroom practice. Confronting with many different happenings in their classes, novice English teachers need different foci on professional development. When they were asked which focus to their first prior, they demanded all types of knowledge like pedagogical knowledge, content knowledge, knowledge about learners, and contextual knowledge. No one claim which focus they have to solve in the first place. **This had caused confusion or misperception on how to handle classroom practice.**

Professional Efforts to Encounter the Challenges

Professional efforts performed by novice English teachers are initiated from their conscious awareness to develop their professional lives. In other words, these efforts take place in the intention or internal motivation of the novices. Literatures on professional development and adult learning indicate that development process in adult lies on its self-directedness.

With ninety three percent novices planned their professional development activities for the next eighteen months (three semesters), this showed an initiative from the teachers to fight for their professional status. The individual plan was regarded as individual effort to overcome those challenges.

However, the individual effort would be in vain without stronger support from their community. Paralleled with the novices' choices, school and other related parties have to do immediate upkeep. Further discussion with subject teacher organization (MGMP) or Teachers of English in Indonesia (TEFLIN) Board has to be piloted. Collaboration with universities may produce fruitful opportunities to sustainable dialogues. Besides, a simple routine dialogue schedule among teachers in the school is absolutely the best, cheapest, and simplest policy yet will profit for everyone in the school, especially students.

Conclusions and Suggestions

Conclusions

The study signifies that novice English teachers are confronting demanding challenges during their early years of the career. Isolated from knowledge and updated information weakened their relationship to their profession. Being isolated from their colleagues and other member of school community added one step away from their profession. The problems they encountered in their classes confused them on what, which, and how problems are overcome. They have to negotiate serious challenges with inadequate support from their environments. Their resources are any available media of information at school, advantages from their professional status, and opportunities to participate in professional development programs. More important resource is their own motivation to drive them closer to professional selves.

Suggestions

The study is only a tiny step toward the open-wide topic, i.e. teacher education in their profession. The study absolutely recommends further and deeper feasible research for English teachers in Indonesian context. Practical topics which can be derived from this research are elaboration on each type of challenge and solutions, alternative feasible supports for novices, or internal individual development of novice's professional self. Each proposal may offer more feasible topics and different frameworks and research designs can be applied to further observation.

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ANALYSIS OF PPG STUDENTS' PEER TEACHING IN APPLYING THEIR LESSON PLANS BASED ON *KURIKULUM 2013*

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Abstract: The newest curriculum in Indonesia is *Kurikulum 2013*. It implements scientific approach and focuses on student-centered learning. Based on Permendikbud Nomor 54/2013, it consists of four basic competences, i.e. religious competence (KI₁), character building competence (KI₂), knowledge competence (KI₃), and skill competence (KI₄). In applying lesson plans, teachers are supposed to do the following steps of learning: observing, questioning, experimenting, associating, communicating, and creating. The goal of the study is to analyze the teaching learning process conducted by PPG (*Pengembangan Profesi Guru*/Education for Teaching Profession) students in their peer teaching activities based on *Kurikulum 2013*. PPG students are undergraduate students who join Dikti program of SM3T (*Sarjana Mendidik di daerah Terdepan, Terluar, dan Tertinggal*). In this program, they practice teaching in remote areas for one year before having in-service training in chosen universities. In this training, they are supposed to do micro teaching as their simulation. One of them to be a teacher, and the rest of them are his/her students. The method of this study is descriptive qualitative. The instruments used in this study include observation sheet and interview. The result of the study describes the problems of English PPG students in applying their lesson plans in their peer teaching. The significance of this study can be both for Unnes and for English PPG students. For Unnes, this study can give some input to improve the PPG program in implementing *kurikulum 2013*. Whereas, for students, this study can improve their understanding of *kurikulum 2013* so that they can implement it well in their real teaching classes.

Keywords: *Kurikulum 2013, PPG students, peer teaching*

Introduction

Recently, Indonesia is implementing *kurikulum 2013*. Based on Permendikbud Nomor 54/2013, this curriculum develops four basic competences, i.e. religious competence (KI 1), character building competence (KI 2), knowledge competence (KI 3), and skill competence (KI 4). There are twelve learning principles in this curriculum; those are as follows:

- 1) Students are stimulated to have curiosity,
- 2) Students learn from different sources,
- 3) Using scientific approach,
- 4) Using competence-based approach,
- 5) Using united learning,
- 6) Focusing on divergence answers that have multi-dimensional truth,
- 7) Emphasizing on long-life learners,
- 8) Applying Indonesian cultural values, i.e. *ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani*,
- 9) Emphasizing on continuous learning not only at school, but also at home and in society,
- 10) Using information and communication technology to get efficient and effective learning,
- 11) Individual and cultural diversity among students is accepted,
- 12) Using fun and challenging learning.

Considering those principles above, prospective teachers are supposed to prepare themselves to be professional teachers. One of the requirements is by joining in-service training through PPG (*Pengembangan Profesi Guru*/Education for Teaching Profession). Universitas Negeri Semarang (Unnes) is one of institutions in Indonesia to hold this program. Nowadays, before joining PPG, undergraduate students must enroll Dikti program of SM3T (*Sarjana Mendidik di daerah Terdepan, Terluar, dan Tertinggal*) and practice teaching in remote areas for one year. The PPG training in chosen universities, e.g. Unnes, is held for one year; one semester for having teaching theories and one semester for teaching practice in selected schools.

In teaching theory semester, the students have lesson plan workshops, lesson plan presentations, and peer teaching. They are prepared to become professional teachers who can apply *kurikulum 2013* in their lesson plans and teaching practice. In doing peer teaching, they are supposed to do micro teaching as their simulation. One of them to be a teacher, and the others become his/her students. The researchers were interested to analyze the problems of English PPG students in applying their lesson plans in their peer teaching. Hopefully, this study can give contribution both for Unnes and for English PPG students. For Unnes, this study can give some input to improve the PPG program in implementing *kurikulum 2013*. Whereas, for students, this study can improve their understanding of *kurikulum 2013* so that they can implement it well in their real teaching classes.

Review of Related Literature

The most important term in *kurikulum 2013* is scientific approach. According to Iswari and Rachmawaty (2013), the general definition of it is “an approach to activities that share the goal of discovering knowledge”. They explained further that in Indonesian context, it means observing, questioning, associating, experimenting, and networking.

Based on Mahmudi (2014), scientific approach learning consists of observing, questioning, experimenting, associating, communicating, and creating. The detail explanation of each is as follows:

- a) Observing, students are supposed to observe something given by reading, listening, or watching.
- b) Questioning, they may ask some questions based on the information they get in the observing step.
- c) Experimenting, students are supposed to do various learning activities, read other sources, or do interview to get relevant information to their previous questions.
- d) Associating, they may analyze the information they get for answering their questions, or making conclusion of the material.
- e) Communicating, students are supposed to deliver their answer or conclusion based on their analysis, either in written, orally, or with any other media, to their teacher and friends.
- f) Creating, they may innovate, create, or design their own product based on their constructed knowledge.

In relation to the teacher’s role, Mahmudi (2014) explains that in *kurikulum 2013* teachers are expected to act as facilitators, to manage the learning activities, to give feedback, and to give necessary explanation. Teachers are not supposed to let students get the knowledge by they own, they must be ready in giving any help to their students in teaching learning process.

In one meeting, teachers should not apply all of the steps of scientific approach that have been explained before. Certain steps may be repeated whenever necessary. For example, in one meeting, a teacher can only implement observing, questioning, experimenting, and associating. In the next meeting, s/he may repeat associating step (with different activity) before s/he continues to the next steps: communicating and creating.

Method of the Study

The researchers used descriptive qualitative method in this study. According to Strider (http://www.ehow.com/info_8687891_qualitative-descriptive-research_method.html),

Descriptive research provides an answer to the questions of how something happened and who was involved, but not why something happened or why someone was involved (explanatory research). Descriptive research provides a detailed profile of an event, condition or situation using either quantitative, qualitative or a combination of methods. Data gathering techniques such as field research and case studies are for qualitative descriptive research. Descriptive research seeks to provide a picture of an event, condition or situation. Qualitative descriptive research seeks to provide this picture using data in the form of words or pictures rather than numbers (quantitative).

In this study, the researchers wanted to know how English PPG students apply *kurikulum 2013* in their lesson plans and peer teaching. The objects of this study are the English PPG students’ lesson plans and the recording of their peer teaching. The instruments used in this research are observation sheet and interview.

Finding and Discussion

In analyzing students’ lesson plans and peer teaching recordings, the researchers analyzed their steps of teaching learning activities which were divided into pre activities, main activities, and post activities. The aspects and the percentage of analysis are presented in the table below:

Aspects of Analysis	Percentage (%)	
	Lesson Plan	Peer Teaching
<u>Pre activity</u>		
1) Opening		
a. Greeting the students	90	100
b. Making the students and the classroom ready for having a class	100	90
c. Asking the students to create conducive atmosphere	100	90
2) Appreciating and Motivating		
a. Eliciting students' prior knowledge related to the material	50	90
b. Asking challenging questions	30	100
c. Demonstrating something related to the material	20	100
3) Informing the learning objective(s) and material(s)		
a. Informing the learning objective(s)	100	90
b. Informing the material(s)	80	90
<u>Main Activity</u>		
1) Observing	100	100
2) Questioning	100	20
3) Experimenting	90	100
4) Associating	90	0
5) Communicating	40	0
6) Creating	90	30
<u>Post Activity</u>		
1) Reflecting the lesson or making conclusion of the lesson	100	60
2) Giving feedback	70	100
3) Explaining the material for the following meeting	80	100

Based on the table above, the researchers find out some results of the comparison between students' lesson plans and their implementation in their peer teaching as explained below:

- a) In the pre activity, there is a significant difference in the appreciating and motivating aspects, i.e. eliciting students' prior knowledge related to the material, asking challenging questions, and demonstrating something related to the material. Although students do not write the steps in their lesson plans, they have implemented them in the peer teaching.
- b) In the main activity, the significant difference happens in questioning, associating, and communicating steps. Most of the students still implement teacher-centered approach. They also still get confused in distinguishing experimenting from associating, and communicating from creating.
- c) In the post activity, there is not significant differences between students' lesson plans and their peer teaching. This means that students have already been able to implement the post activity of *kurikulum 2013* well.

Based on the interview result, the researchers conclude that basically students have difficulties in some problems such as:

- a) Distinguishing the steps of scientific approach, especially in experimenting and associating. They also get confused about the order of scientific approach steps and whether they have to include all of them in one meeting or not.
- b) Finding authentic contextual materials which are related to the core competences and basic competences. The materials also have to include students' character building.
- c) Conducting student-centered activities. Most of students still applied teacher-centered approach in their peer teaching.

Conclusion and Suggestions

After conducting this study, the researchers conclude that the implementation of *kurikulum 2013* still needs a lot of improvement. This is proved with the result analysis of the English PPG students' lesson plans and peer teaching activities that they are still confused with the concept of scientific approach steps, especially experimenting, associating, communicating, and creating. The students also still used teacher-centered approach more often than student-centered approach. There is a lot of inconsistency between students' lesson plans and their implementation in peer teaching, for example they had written complete steps of scientific approach in their lesson plans, but they did not implement them all in conducting peer teaching; one of the reasons of this is that they ran out of time.

It is suggested that *kurikulum 2013* needs to be socialized in any kind of media, such as television, internet, newspaper, and book. In-service trainings are also needed for academic staffs in all levels of educational institution.

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OPTIMIZING THE USE OF EDMODO BASED QUESTIONING TECHNIQUE TO IMPROVE STUDENTS' CREATIVITY AND WRITING ACHIEVEMENT

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Abstract: The purpose of this study was: (1) Through the implementation of edmodo based Questioning technique to improve students' creativity, (2) Through the implementation of edmodo based Questioning technique to improve students' writing achievement and (3) Through the implementation of edmodo based Questioning technique to improve students' creativity and writing achievement. This research was conducted in SMP N 2 Sumberlawang, Sragen from April to October 2013. The subjects of the research were thirty eight students of grade VIIIA SMP N 2 Sumberlawang, Sragen. This research was conducted in two cycles each of which consists of three meetings. Each cycle consists of four stages, namely planning, acting, observing, and reflecting. In collecting the data, the researcher used observation and tests. To analyze data of creativity and writing achievement, researcher used a descriptive comparative technique: (1) comparing (in description) creativity data and writing achievement of the initial conditions with the creativity data and writing achievement of cycle 1, comparing the creativity data and writing achievement of cycle 1 with the creativity data and writing achievement of cycle 2 and comparing the creativity data and writing achievement of the initial conditions with the creativity data and writing achievement of cycle 2. Reflections of making conclusions were based on those comparisons then the researcher gave review to the conclusion. The results showed some important points on the students' creativity in the initial conditions 42 per cent improved to 51 per cent in the first cycle and improved to 60 in the second cycle. Student's writing achievement also improved from average score of 59 before research to 73 in cycle 1 and 70 in cycle 2.

Keywords: *Questioning Techniques, Edmodo, Creativity, Writing Achievement*

Introduction

Problems of student's creativity and writing achievement on Basic Competence of writing recount text were faced by students in grade VIII A SMP N 2 Sumberlawang. In the learning process, based on teacher's observation, there are four indicators showing that student's creativity is still low, namely; (1) Students were not active in group activities., (2) Students were not actively using the computer / internet, (3) Students did not trigger members in the group, (4). Students did not dare to ask and (5) Students did not brave to express idea. Student's writing achievement is low. This is proved by the average result of students' writing achievement of the initial condition is 59. The passing grade of writing recount text is 70.

Based on the result of pre-test, students have difficulty in writing recount text in the indicators: (1) express ideas coherently (express ideas coherently), (2) organizing ideas (organize ideas / unity), (3) using vocabulary in context (using vocabulary in context), (4) use grammar correctly (use correct grammar); and (5) use of punctuation and correct spelling (use correct punctuation and spelling / mechanics).

Ideally the process of teaching writing recount text is interesting and challenging students to be active and creative in learning. This is shown by several indicators, namely; (1) Students are active in group activities, (2) Students are actively using the computer / internet, (3) Students trigger members in the group, (4) Students dared to ask and (5) Students dare to express their thoughts to others. The learning process needs to be improved to obtain better learning result. Learning outcome of students in writing recount text will increase after teacher improves the quality of the learning process in the classroom. Teacher must use appropriate technique to improve the learning process and utilize IT media.

Based on the above explanation, there is a gap between what should ideally happen in learning and what happens in the classroom. In learning process, (1) Students were not active in group activities., (2) Students were not actively using the computer / internet, (3) Students did not trigger members in the group, (4). Students did not dare to ask and (5) Students did not brave to express idea. It should be (1) Students are active in group activities, (2) Students are actively using the computer / internet, (3) Students trigger members in the group, (4) Students dared to ask and (5) Students dare to express their thoughts to others. Student learning outcomes of 59 increased to at least 70.

To overcome the problem of improving the students' creativity and writing achievement, the researcher used a Questioning Technique and Edmodo. Questioning technique and Edmodo were implemented in individual and group activities. It is intended to improve the quality of the learning process and the learning outcomes of students in writing recount text.

Gibbs, E.Mulyasa (2003) suggested that things need to be done to make students more active and creative in their learning, are:(1) The development of self-confidence and reduce fear (2) Provide opportunities for all students to communicate freely (3) Involve students in setting learning goals and evaluation (4) Provide oversight that is not too tight and not authoritarian (5) Involve them actively and creatively in the learning process. Richard Nordquist (2008:2) says there are five basic characteristics of good and effective writing: (1) good writing has a clearly defined purpose, (2) it makes a clear point, (3) it supports the point with specific information, (4) the information is clearly connected and arranged, (5) the words are appropriate, and the sentence are clear, concise, emphatic and correct. Furthermore, he says that good writing is the result of much practice and hard work

Writing is both physical and mental activity that involves notes, creating and identifying central ideas, how to express it, outlining, drafting and editing the idea and turn it into its own topic and organized into paragraphs . Writing skills include the following aspects: (1) find the ideas, (2) express their ideas coherently, (3) using vocabulary in context, (4) using proper grammar, and (5) using the sign read and the correct spelling (mechanical).

Questioning techniques are guidelines or techniques that can help students to express their ideas in writing (Raimes, 1983) .According to Frazee and Rose (1995), Questioning is the oldest technique in teaching. However, it is a common teaching technique and is the basis for outstanding teaching. Questioning is universally used in the activation technique in teaching (Ur, 1996). In addition, he stated that there are various reasons why teachers may ask questions in class. One reason is to encourage student self-expression. This means that the question allows students to express ideas, opinions, and thoughts orally or written.

Questioning Techniques in teaching writing is a technique in which students are given a series of questions related to the topic of developing a coherent paragraph. After answering the questions, they can incorporate their answers into a simple paragraph. It is used in writing recount paragraphs in each cycle of action. Questions and answers are one type of controlled writing that encourages students more freedom in structuring sentences. The students are not given the actual text that they would write, more precisely, they are given a series of questions and answers to help students in developing into paragraph.

Edmodo is defined as the social network as a software product which was developed to create a reciprocal interaction between individuals and groups more easily, providing a variety of options for social feedback and support the formation of social relationships. It is one of Edmodo as a function of social interaction with each other, it could be an interesting learning media for English learners that require interaction with each other. See following websites Edmodo: www.edmodo.com

Research Methodology

This study was conducted over six months from April to September 2013. The study was conducted at grade VIII A in SMP N 2 Sumberlawang, Sragen in the academic year of 2013/2014. The subjects were students of SMP N 2 Grade VIIIA Sumberlawang Sragen consisting of 30 students, 14 female and 16 male students

The reseracher used documents, observation and writing test to collect the data. Validation and Analysis of Data : (1).To validate creativity data of cycle 1 and cycle 2 the researcher used observation technique. The data was validated by involving the observer (collaborator). (2).To validate writing achievement data of cycle 1 cycle 2 the researcher used written test, to make the writing achievement data valid (content validity) the researcher made the blueprint before arranging test items.To analyze the data of creativity and writing achievement, the researcher used descriptive comparative technique continued by comparative reflection. Reflection of making conclusions is based on those descriptive comparison then the researcher gave a review to the conclusion.

Research procedures are (1). Researcher used classroom action research method (CAR). (2). Researcher determined the number of actions in the classroom action research (CAR) in two cycles using questioning technique based on Edmodo for large group activities, small groups and individuals. (3). Stages of research are (a). Making a plan of action (planning), (b). Implementing actions as planned (acting), (c). Observing and (d). Analyzing the result of action followed by reflecting.

Findings and Discussion

The implementation of the use of questioning technique and edmodo can be seen in the table below.

Table3. Lists of activities in using questioning technique and edmodo media

No	The Activities	The Aims	To solve indicator	Meeting
1	The students are invited to make email, register edmodo and join Grade VIIIA group	To make students actively involved in learning process	C2	Pre – meeting

2	Students are asked to come into multimedia room	To make students interested to join the class	C1	Cycle 1&2 Meeting 1&2
3	Students are asked to 1. Answer greeting 2. Pray together. 3. Respond the teacher questions 4. Remember the previous lesson 5. Know the learning goals	To activate in teaching and learning process	C1, C2	Cycle 1&2 Meeting 1&2
4	Students are asked to find the holiday activities based on the pictures in the wall of edmodo and change the verb into past form (V2)	To improve students' vocabulary and grammar	W3, W4, C1	Cycle 1&2 Meeting 1
5	Students are asked to answer some questions relating to the picture	To improve students' vocabulary and grammar	W3, W4	Cycle 1&2 Meeting 1
6	Students are asked to match the questions with the right answers and discuss the result	To guide students to answer the questions correctly	W2, W4, C1	Cycle 1&2 Meeting 1
7	Students are asked to complete the text with the right past verb	To improve students' vocabulary	W3	Cycle 1&2 Meeting 1
8	Students are asked in pair to complete the text with the right connecting words	To train students to use connecting words	W5, C1	Cycle 1&2 Meeting 1
9	Students are asked to answer the questions and discuss the result	To train the students to answer the questions correctly	W2, W3, C2, C3	Cycle 1&2 Meeting 1
10	Having two or three volunteers to read their writing in front of the class and ask students to make conclusion	To improve students' self esteem	C5	Cycle 1&2 Meeting 1
11	Students are asked in group of five to answer a set of questions from their group.	To train students to answer the questions correctly	W3, W4, C3, C4	Cycle 1&2 Meeting 2
12	One of students in each group is asked write and post the answer in the Edmodo Grade VIII A group	To train students to write recount text and express their ideas	W1, W5, C1, C2, C4	Cycle 1&2 Meeting 2
13	Students are asked to answer the questions individually	To train students to answer the questions correctly	W1, W3, W4, C4, C5	Cycle 1&2 Meeting 2
14	Students are asked to revise the answers into good recount text and post it in the Edmodo Grade VIIIA group.	To train the students writing skill on recount text	W2, W5, C1, C2, C3	Cycle 1&2 Meeting 2
15	Having two or three volunteers to post the result in English Learning Group	To increase students' self esteem	C1, C2	Cycle 1&2 Meeting 2
16	The researcher gives writing test	To get students' score of writing skill of recount text		Cycle 1&2 Meeting 3

* C = Creativity

* W= Writing

The result of students' improvement in creativity and writing achievement are discussed as follows. In the pra research condition, students' creativity in learning English writing is still low. It can be seen from the observation of students' creativity during the learning prior to the research. Before the research, the students who have not been active in the group were 20 per cent. No student was actively using computers and the internet. There were 23 percent of students who were triggering in group activities. There were 26 students in the learning dared to ask. As many as 46 percent of the students dared to express the idea.

In the pra research condition, students' writing test results were still low. The Passing Grade in writing is 7.0. There were 8 students of 30 who passed. Twenty-two students did not passed. The highest score was 7.5 and the lowest was 5.0. The average was 5.9. The complete writing data can be seen in the table below. Based on the condition, the researcher planned to make action incycle 1.

After the first cycle of the learning process ended, the students who have not been active in the group were 17 per cent. Sixty six percent students were actively using computers and the internet. There were 23 percent of students who were triggering in group activities. There were 26 students in the learning dared to ask. As many as 50 percent of the students dared to express the idea. Of the 30 students who completed the the passing grade were 25 students. Twenty-two students did not pass. The highest score was 8.5 and the lowest score was 5.0. The average was 7.3. The complete writing data can be seen in the table below. Based on the condition, the researcher planned to make action incycle 2.

After two cycles of the learning process ends, the students who have not been active in the group were 7 per cent. Ninety three percent students were actively using computers and the internet. There were 30 percent of students who were triggering in group activities. There were 46 students in the learning dared to ask. As many as 50 percent of the students dared to express the idea. Of the 30 students who reached the passing grade were 27 students. Three students did not pass. The highest score was 8.5 and the lowest was 5.5. The average score was 7.0.

The research result above was supported by Research done by Ragawati (2009) entitled *Questions and Questioning Techniques: A View of Indonesian Students' Preferences*. Based on the results of the research presented above, there are several points worthy to put into consideration when we, teachers, raise questions and use questioning techniques in the classroom. In terms of questioning techniques, choosing pre-arranged format nomination psychologically can be helpful to allow some time for students to think about and to present the answers. It also helps them compare their original answer to the correct one when their answer is wrong. In relation to that type of question, questions that require students to state their opinion about facts of life are also viewed in this study. Such a question is preferred by most students since it allows them to answer what is close to their life or what they know and or they have experienced. Yet, it can fail to gain students' participation due to its potential weakness to reveal the students' personal matters.

Conclusions and Suggestions

Conclusion 1 says that theoretically and empirically, through the use of edmodo based questioning technique, it improved creativity of grade VIII A students of SMP Negeri 2 Sumberlawang Semester 1 Academic Year 2013/2014. Conclusion 2 says that both theoretically and empirically, through the use of edmodo based questioning technique, it improved writing achievement of English writing grade VIIIA students of SMP Negeri 2 Sumberlawang semester 1 Academic Year 2013/2014. It can be concluded that both theoretically and empirically, through the use of edmodo based questioning techniques can improve creativity and students' writing of grade VIIIA students of SMP Negeri 2 Sumberlawang semester 1 Academic Year 2013/2014.

Suggestions (1). To students: Use edmodo based questioning techniques to improve creativity and writing recount text. (2). To colleagues: Use Edmodo based questioning techniques to improve students' creativity and writing recount text and carry our further research.

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INTEGRATING TECHNOLOGY IN EFL CURRICULUM: DETERMINING EFL TEACHERS' LEVEL OF TECHNOLOGY LITERACY

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Abstract: This topic is brought into concern because English as a Foreign Language (EFL) teachers should be prepared to teach students who are born in technology era. The long target of this research is specifically designed to discuss and determine a certain level of technology literacy that should be mastered by EFL teachers. Technology in teaching and learning process has gained a significant attention. Studies in technology field have developed significantly in determining the effect of the technology use in language learning (Kessler, 2005, 2007; Fotos & Browne, 2004; Hegelmeimer, 2006). Therefore, it is important to integrate technology literacy in EFL curriculum in a Teacher Education program. The basic design of technology implementation will be based on studies in CALL (Computer-Assisted Language Learning).

Background

When my daughter was three years old back in 2009, she asked me to buy her a laptop. For my generation, this sounds ridiculous; however, my daughter is what so called *millennial generation* or *digital natives*, who was born and raised in technology era. For digital natives, devices such as Laptop, iPod, iPad, iPhone, and other technology are no longer categorized as strange tools. The use of technology becomes an urgent issue to deal with considering that students nowadays are born in an era where technology becomes part of every aspects of human life including education.

There are tremendous evidence shows that today's students, those who was born after 1982, have different relationship with information and learning due to the fast development of information and technology and better access to the Internet. One of the studies is conducted by Oblinger (2004). The study shows that by the age of 21, students, would have spent 10,000 hours playing video games, sent 200,000 emails, watched 20,000 hours of television, spent 10,000 hours on cell phone, but less than 5000 hours reading. The study also shows that based on the trend, children age 6 and under will spend 2.01 hours per day playing outside, but 1.58 hours using computers. They will spend only 40 minutes reading daily or ask being read to. It also shows that 48% of these children have used a computer. Further, Oblinger suggested that the intense interaction between children and technology has significantly affected the way they learn and interact with their environment.

Technology Integration in Language Learning

Technology exists everywhere, touching almost every part of our lives, our communities, and our homes. Unfortunately, most schools lag far behind when it comes to integrating technology into the instructional context. Many people are just starting to explore the real potential technology offers for teaching and learning. If it properly used, technology will help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy (Edutopia Staff, 2008).

Learning through projects while equipped with technology equipment allows students to be intellectually challenged while providing them with a realistic picture of what the modern office looks like. Through projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information they've found online. The numerous resources in the online world also provide each classroom with more interesting, diverse, and current learning materials. The Web connects students to experts in the real world and provides numerous opportunities for expressing understanding through images, sound, and text. As an added benefit, with technology tools and a project-learning approach, students are more likely to stay engaged and on task, reducing behavioral problems in the classroom (Edutopia Staff, 2008).

Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and to assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. "Technology helps make teaching and learning more meaningful and fun" (Edutopia staff, 2008, para. 6).

Studies have been conducted on the integration of technology in learning. In the area of language learning, research into the integration of technology has benefitted from the tremendous amount of studies in the use of Computer-Assisted Language Learning (Kessler, 2005, 2007; Warschauer & Healey, 1998; Fotos &

Browne, 2004; Hegelmeimer, 2006). The problem is teachers in general are not implementing the use of technology in their teaching and learning process.

The previous study (Machmud, 2011) shows that many teachers who have access to the technology are not using it because of the following reasons: they do not know how to use the technology equipment, and are not motivated to learn; they are satisfied with their current approach to teaching, and reluctant to learn a new approach including the use of technology in teaching; They do not have sufficient time to devote to the type of lessons best supported by technology. The recommendation of this research to overcome those problems is that technology in language learning or computer-assisted language learning should be included in EFL teacher education program in both higher institutions.

Students who are learning to be English teachers should be prepared with the technological knowledge, because they will face students who might already be ahead of them in terms of technological knowledge. The advance knowledge of students could be used as an opportunity for teachers to improve their teaching. Teachers who had been prepared with CALL knowledge will know how to utilize the students' prior knowledge of technology to enhance their EFL learning, because integrating CALL in language.

Integrating Technology into EFL Curriculum

Drenoyianni and Selwood (1998) assert in their study that teachers appear to have a false idea about the integration of computer use in curriculum. Most of them thought that integration was quite easy because the computer has always been in the classroom, and they only needed to integrate the use of the computer throughout the day. This approach reflects a limited view of the meaning of integration of computers in the curriculum. Besides finding that teachers have false ideas about the computer integration into curriculum, their study also found that teachers implement computer activities related to some curriculum topics, only with the primary objective of building computer skills and not for actual academic learning.

Integrating CALL (Computer Assisted Language Learning) in language instruction is not aimed at just developing students with computer skills, instead, the objective of integrating CALL in the curriculum of language teaching is "associated with self-contained, programmed applications such as tutorials, tools, simulations, instructional games, tests, and so on" (Kern and Warschauer, 2000, p. 1). Therefore, most importantly, the pedagogical aspect of language acquisition through the use of technology is the main objective of integrating CALL in language curriculum.

It is essential for EFL and ESL teachers to consider using CALL effectively to enhance language learning by integrating it into curriculum. However, the availability of the technology devices is the first challenge of integrating CALL in language instruction. It is important to conduct a needs analysis before deciding to build a CALL lab (O'Connor & Gatton, 2004; Kessler, 2006). Kessler (2006) emphasizes the importance of conducting preliminary steps to evaluating the needs and then implementing the most effective CALL solution. He points out that in order to build a CALL lab we need to conduct a needs analysis; develop a better understanding of CALL; consider space, budget, and staffing; select appropriate hardware and software; and finally, consult online sources for useful information. If determined appropriate and a CALL lab can be provided, then it can be appropriately integrated into the language curriculum and instruction.

When it comes to the attempt to integrate technology into the curriculum, the first obstacles are mainly physical such as lack of hardware, which includes computers, printers, scanners and other devices; lack of software, which includes operating systems, applications, and subject-specific software, such as packages for developing language skills; lack of resources for infrastructure, such as furniture, cabling, room arrangements, and sustainable maintenance and upgrading of systems; and no access to an Internet connection, or slow and unstable Internet connection due to geographic location. It is a reality that even in this era of wireless Internet connection, many schools around the world, especially those in developing countries, still have no access to the Internet. The condition of the schools' building makes it difficult to build an infrastructure to support the integration of technology into the instructional activities.

The problem of integrating computer technology into the general education and language learning program curriculum is not merely physical. Educational factors also appear to be the problem even when computer hardware and software are available for teachers to use. Yildiz (2007) argues that to be successful in incorporating computer technology into instructional activities requires both technical as well as pedagogical ability which unfortunately, many teachers lack the motivation to gain this knowledge. This trend emerges mainly from their lack of training and preparation in this field and their beliefs towards the benefits of computer technology in the teaching context. Many teachers are not convinced of the value of using technology in teaching.

Brickner (1995) classified two factors that affect teachers' attempts to implement computer technology in their classroom activities: extrinsic factors that include limited access to the physical aspects of technology such as technological devices, lack of time in planning, and insufficient support; and intrinsic factors such as the teachers' beliefs about the benefits that computer bring to their teaching, and their "unwillingness to change".

Brickner furthermore claims that the intrinsic problem is more challenging compared to the extrinsic problem because it requires teachers to change their “belief systems and institutionalized routines”. Extrinsic barriers can simply be addressed by providing more resources (p. xvii).

In some parts of the world, the problems of implementing computer technology in an institutional context are even more complicated. Teachers often face obstacles from the bureaucracy. A centralized and inflexible curriculum often becomes a barrier for teachers who are enthusiastic about integrating the use of technology in their teaching. In the countries where the curriculum is highly centralized, teachers have limited opportunities to design their own curriculum to suit the students’ needs. The government imposes a pre-set curriculum, which they must follow and cover. Unfortunately, this condition is made worse with the extremely limited budget and lack of staff training that is needed to fulfill the government demands. In an EFL context, the result is that even finding software and applications that fit the existing curriculum can be difficult tasks.

Another obstacle that affects teachers’ perceptions of the integration of technology to EFL instructions is the lack of institutional support (Yildiz, 2007). Teachers who are eager to incorporate technology in their teaching activities will have to deal with uncommitted administrators or colleagues and insufficient technical support. In some cases teachers are frequently mandated to be involved in administrative work that often prevents them from having more time to explore and improve their knowledge on the use of computer technology. Low appreciation from the administrators of teachers’ attempts to explore a more creative approach in teaching also affects teachers’ willingness to incorporate technology in the classroom context (Yildiz, 2007). Administrators are sometimes reluctant to encourage teachers to explore new approaches because of the fear of not fulfilling the government’s demands on the implementation of the pre-set curriculum. In addition to this quandary, the lack of understanding of the use of technology and the lack of resources often create significant barriers between administrators and the technology-literate teachers who are eager to use their knowledge in their classroom.

Conclusion

The integration of technology in the teaching and learning process is essential to support the digital natives. The classroom needs to provide an environment and atmosphere that will allow students to create and construct their knowledge, share and collaborate with their peers who are not only from their in-class group, but also from around the world (Warschauer, 2003).

Thus, if in the teaching and learning process, teachers can only provide the students with content, fact, formulas, theories, stories, and information, then, the role of teachers is obsolete, because students nowadays can find those information themselves on Google, blog, face book, twitter, you tube, pod cast, and Smartphone. This means that teachers are no longer the main source of knowledge, instead, teacher is a filter by helping students to find a relevant and adequate sources based on the curriculum under focus.

Teachers are not necessarily forced to be a technology savvy, but they should have a certain level of technology literacy in order to be able to teach the digital natives, and Higher education institution plays an important role to design the model of technology integration into EFL curriculum in teachers education program to prepare teachers to teach in 21st century.

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BOOSTERS AND HEDGES IN ABSTRACT RESEARCH PAPER

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Abstract: According to Hyland (1998:236-238), boosters create an impression of certainty, conviction and assurance, and they can be used to instill trust and confidence in academic readers. Hedges, on the other hand, are used to withhold the writer's commitment in order to protect him or her from too strong assertions, which may later prove to have been made in error. Boosters or certainty markers allow writers to project a credible image of authority, decisiveness, and conviction in their views, while hedges help them to demonstrate personal honesty and integrity through willingness to address hard realities albeit behind a shield of mitigation. It is concluded that there needs to be a balance between these two metadiscourse markers of credibility. In reality, non-native students who are required to write their research paper in English are not always aware of the impacts of the amount of hedges and boosters. This results in a tipped scale between the use of hedges and booster. This is apparent especially in the writing of abstract, where writers stake claim over their research. Too many booster will result in an inaccurate interpretation of a finding, while too many hedges will give the appearance of uncertainty.

Keywords: *Boosters, Hedges, Abstract Writing*

Background of the study

According to Hyland, boosters (*e.g. definitely..., I am sure that..., we firmly believe...*) create an impression of certainty, conviction and assurance, and they can be used to instill trust and confidence in academic readers. Hedges (*e.g. it would appear that..., there is a good reason to believe that..., may be possible...*), on the other hand, are used to withhold the writer's commitment in order to protect him or her from too strong assertions, which may later prove to have been made in error. Boosters or certainty markers "allow writers to project a credible image of authority, decisiveness, and conviction in their views", while hedges help them to "demonstrate personal honesty and integrity through willingness to address hard realities albeit behind a shield of mitigation" (Hyland, 1998, p: 236-238). Hyland concludes that there needs to be a balance between these two metadiscourse markers of credibility. In reality, non-native (NNS) students of college level education who are required to write their thesis in English are not always aware of the impacts of the amount of hedges and boosters they use in their writing. This results in a tipped scale between the use of hedges and booster. This is apparent especially in the writing of abstract, where writers stake claim over their finding and conclude their discussion. Using too many booster will result in an inaccurate interpretation of a finding, and in turn, will be misleading for the readers, while too many hedges will give the appearance of uncertainty.

However, it is interesting that hedges have been more widely researched than booster, even though both are equally important and should be utilized in balance in writing. When reviewing research concerning hedges and boosters, it becomes apparent that the former has been studied more extensively than the latter, especially in academic writing (Hyland, 1998a: 353; Vassileva, 2001: 85). Vassileva comes to the conclusion that considering the entire scale of certainty expressed in her corpus is vital for the correct interpretation of the study results (Vassileva 2001: 91-95). Therefore, this research will attempt to analyze both the use of hedges and booster in the same thesis articles in order to find the balance between the two, instead of focusing on either one, unlike the previous researches. Focused on the abstract part of paper writing, this research will reveal how college students attempt to deliver the result of their researches while attempting to convince the reader, using hedges and booster, that their claim over their findings is true.

The statement of the problems are: (1) What Hedges and Boosters are used in the abstract of research paper of English Department of Tidar University? (2) Why do non-native students use Hedges and Boosters in their abstract for research paper of English Department of Tidar University? Due to the lack of researches on the use of both Hedges and Boosters in the same article or writing, this research will be the starting point of such a research, which discusses the balance of Hedges and Boosters in a research paper. Understanding the balance of Hedges and Booster in writing is crucial for conveying a convincing arguments or claims, without appearing to be uncertain or bluffing. This research helps non-native students to re-evaluate the use of Hedges and Boosters in writing their abstract, helping them to maintain the balance of their explanation.

Literature Review

Metadiscourse is a term used in writing to discuss about discussion. It is any phrase that is included within a clause or sentence that goes beyond the subject itself, often to examine the purpose of the sentence or a response from the author. Hyland's classification of metadiscourse deals with the ways in which writers create different functions in their discourse. His model takes into consideration two dimensions of interaction: the interactive dimension and the interactional dimension. The first one is related to the way the writer or the speaker organises the information presented according to the audience. That is, the way the information is disposed will depend on the knowledge of the reader, the genre, etc. The function of metadiscourse elements here is to shape the information in order to meet the expected needs of the audience. The interactional dimension is more related to the actual communicative functions that the author wishes to transmit the audience. In this dimension, the function of metadiscourse elements will generally consist in modulating certain statements and enhance others with the main purpose of defending the author's conclusions and convincing the audience of their truth. While almost all writings need metadiscourse, too much will bury the ideas. Among the interactional elements of metadiscourse we can find a sub-classification according to their specific function: hedges, boosters, attitude markers, self-mentions and engagement markers.

According to Hyland, *boosters* (e.g. *definitely...*, *I am sure that...*, *we firmly believe...*) create an impression of certainty, conviction and assurance, and they can be used to instill trust and confidence in academic readers. *Hedges* (e.g. *it would appear that...*, *there is a good reason to believe that...*, *may be possible...*), on the other hand, are used to withhold the writer's commitment in order to protect him or her from too strong assertions, which may later prove to have been made in error (Hyland, 1998b: 236-238). Hyland concludes that there needs to be a balance between these two metadiscourse markers of credibility. According to him, boosters or certainty markers "allow writers to project a credible image of authority, decisiveness, and conviction in their views", while hedges help them to "demonstrate personal honesty and integrity through willingness to address hard realities, albeit behind a shield of mitigation" (1998b: 238). Holmes (1990), on the other hand, uses the term *boosters* to refer to lexical items that the writer can use to show strong conviction for a statement. They strengthen the utterance's illocutionary force, which is the opposite of the effect of *downtoners*, the term Holmes uses for hedges. In other words, instead of indicating tentativeness or uncertainty, boosters signal the writer's or speaker's confidence regarding the plausibility of his or her utterance (Holmes, 1990: 18-20).

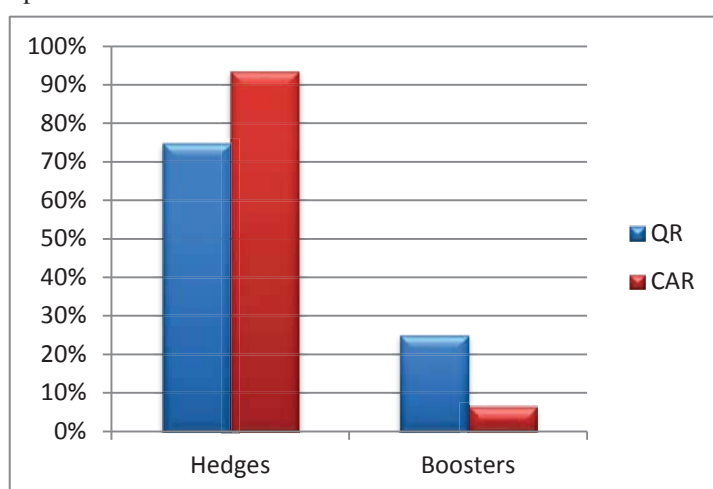
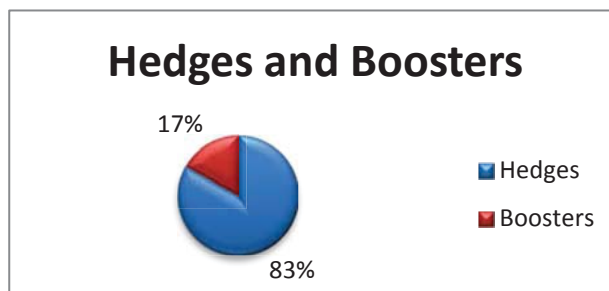
Along the same lines, Hyland argues that boosters serve to strengthen propositions and show the writer's commitment to his or her statements (1998a: 353). He points out that although such assertion of the writer's conviction can be seen as leaving little room for the reader's own interpretations, boosters also offer writers a medium to engage with their readers and create interpersonal solidarity. Myers (1989: 6-7) considers such intensifying features in science articles as examples of positive politeness devices. Boosters are a very important phenomenon in the construction of rhetorical style. They constitute part of the rhetorical elements used by scholars in order to reach their communicative purpose. One of the main needs authors have in academic writing is trying to convince their readership of the truth-value of their propositions. More specifically, this happens when authors are introducing propositions dealing with "new knowledge". In these cases, the writer will usually unfold the information beginning with the knowledge both the audience and him/herself share; that is, propositions about "known information". Then, the writer will attach the propositions containing new information resulting in an enhancement of these latter propositions. The propositional information contained in a statement must be put under the spotlight so that a particular statement sounds convincing to the audience. Boosters strongly help to achieve the important writers' need of convincing their readership of the truth in their propositions. They are mainly used whenever writers consider it is not too risky to include them in their propositions. In those cases, they will not contribute to the negation of these, but to their enhancement. Hedging is defined as the expression of tentativeness and possibility and it is central to academic writing where the need to present unproven propositions with caution and precision is essential (Hyland, 1996). It is a common feature of scientific communication. "Academic discourse is a world of uncertainties, indirectness, and non-finality - in brief, a world where it is natural to cultivate hedges" (Mauranen 1997: 115). Although hedges are still very problematic to define precisely, the status of hedging is well documented in academic genres (Hyland 1998), and this is especially visible in research articles.

Research Method

This research is a qualitative research. The data are 20 abstracts (10 qualitative and 10 CAR researches). Then, hedges and boosters found are analyzed using Hyland's (1998) taxonomy of Hedges and Boosters. The steps of data analysis: (1) Collecting Hedges and Boosters found in abstract, (2) Classifying them into Hyland's (1996) taxonomy of Hedges and Boosters, (3) Counting the percentage of the occurrence (4) Examining the balance, and (5) Explaining the reason of hedges and boosters.

Result and Discussion

This results in a tipped scale between the use of hedges and booster. This is apparent especially in the writing of abstract, where writers stake claim over their finding and conclude their discussion. The use of hedges is 83.10% and the use of boosters is 16.90% of 20 abstracts. Meanwhile in abstracts of qualitative research, the use of hedges is 75% and the use of boosters is 25%. Whereas in abstracts of Classroom Action Research, the use of hedges is 93.55% and the use of boosters is 6.45%. Furthermore, the specific hedges most commonly used were the modal *could*, as well as the lexical verbs *seem* and *suggest*. Extracts from the abstract showed that the hedges function as means of conveying a cautious approach to the statements being made. The most commonly used boosters were *fact that* and *show that*. It was indicated that boosters were either used to express a high degree of confidence in the significance of specific results; as rhetorical devices used to convey the writer's interpretation as self-evident or as a generally accepted idea or fact. Also, they were used to distinctively convey a personal opinion.



Conclusion and Suggestion

In conclusion, using too many boosters will result in an inaccurate interpretation of a finding, and in turn, will be misleading for the readers, while too many hedges will give the appearance of uncertainty. However, it is interesting that hedges have been more widely used than booster, even though both are equally important and should be utilized in balance in writing. When reviewing research concerning hedges and boosters, it becomes apparent that the former has been studied more extensively than the latter, especially in abstract writing.

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LEARNING FIGURATIVE EXPRESSIONS COLLABORATIVELY TO SUPPORT UNS BIPPA PROGRAM IN THE NATURAL SETTING

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Abstract: The globalization era opens the possibility for human beings to develop communication among ethnic groups and nations. Among others, this happens in the field of education, where study exchanges between people from different countries happen in new environments. In the case of education, in the last few years some foreign students from different parts of the world have come to study at the University of Sebelas Maret (UNS) to learn academic programs. Before entering the program, they have to learn Bahasa Indonesia (BI). Thus, they have to learn BI, called the BIPA (Program Bahasa Indonesia untuk Penutur Asing) formally, and are provided with authentic materials, and books, relevant to their future studies. However, the present world gives rise to some form of language which is used for communication purposes (called communication language). The language has certain language features in its vocabulary and grammar, that are not always available in books and dictionaries. Prior researches have shown that the specific features, such as personification, metaphors, and idioms; and therefore called figurative expressions. The present research tries to identify how the foreign learners set up the strategies to learn the language for communication.

Keywords: *figurative expressions, BIPA, language for communication*

Introduction

Foreign students learning in UNS have to attend the BIPA program before entering their respective academic programs. The BIPA program aims at providing them with language for survival in the Solo setting, where the local people use Javanese, Indonesian, and also some foreign language (like Arabic, English and Chinese).

They learn the languages in-class and outside-class, mostly by interactive learning with friends, teachers, and people in the society. Research has shown that after one or two semesters, they are able to communicate with the people around them. By the time they have to attend their academic programs, they mostly understand how to communicate in BI, English and even some phenomena of the vernacular language (namely Javanese or BJ) properly. It is worth noting that at first most of the foreign students did not know BI, and neither BJ, so that it is often difficult for them to communicate with the people around them. Likewise, their Indonesian teachers and friends often could not understand their expressions.

Research has indicated that students who cannot cross the border of improving their language competence easily are reluctant to make mistakes in front of their teachers and friends. They would rather keep silent and almost never discuss their problems openly. On the other hand, there are students who are always open to discuss their learning problems and like to make jokes. Of course, the latter usually help to make the learning environment lively. The following parts discuss about their strategies of learning, both inside and outside class.

Learning BI (and BJ) in-class

The BIPA learning in class is structured in a formal situation, with a rigid schedule. UNS assigns the Language Centre (called UPT. P2B) to take care of the language classes, providing the foreign students with books and language learning facilities used collaboratively or individually. The teachers are experienced, professional, and know both BI and BJ well. The teaching is carried out based on the syllabi and strict monitoring and assessment are implemented. The classes at the beginning program especially aim at introducing and improving basic BI (and also BJ). The aims are to introduce basic vocabulary and grammar, focussing on linguistic strategies, learning strategies, and communicative strategies at the beginning levels. Besides learning the BIPA materials for BI language mastery, students also learn BI and BJ for practical communication purposes. The strategies for learning the languages cover practicing language skills using relatively easy, short texts. They regularly have take-home assignments to discuss during the monitoring sessions. Sometimes they have to participate in drills, particularly when they do not make proper spelling nor correct pronunciation, such as: “*menek, entek, embek, and “ben.”*”

In addition, the students are able to watch learning materials about the culture and social life in the society. This is necessary to familiarize them with cross cultural understanding of the Javanese high context culture. BJ has *undha usuk basa*, having expressions of various forms. For example, second person pronoun or “you” may be expressed depending on the interpersonal relation of the speakers, namely, “*nan-dalem,*

panjenengan used to highly respected persons), *jenengan*, *sliramu* (used to respected ones), *sampeyan* (to persons of equal positions), and *kowe* (to younger persons or subordinates). In addition, the Javanese prefer to use figurative expressions to avoid inconvenient interactions. For instance, a mother would rather say: “*Ah, Dimas isih ingusen* (BJ), to show *andhap asor*, rather than *Dimas isih cilik* (BI); which in BI and English are “*Dimas masih kecil* (BI)”. Dimas is still a kid.”

The above illustrations indicate the students need to take active participation in learning the language(s).

Learning BI and BJ Outside Class

The language learning outside class is mostly unstructured, depending on some personal program of the teacher, tutor, or the students themselves. It mainly emphasizes on elaborating and strengthening the strategies mentioned above. At the beginning a guide is needed, but after some time living in Solo, the foreign students prefer to tour around on their own, in pairs or in groups, to familiarize themselves in town.

Since Solo is noted for having various cultural activities, the outbound activities are usually related to some cultural event happening in town. Besides providing opportunity to meet and communicate with the local people, they also make up an excellent setting for learning language and culture in the natural environment. This can motivate foreign students to have a keen understanding of cultural practices, such as tourism, cuisines, batik processing, cultural heritage, performing arts, and other cultural activities regarding the human life cycle. These outside class activities contribute much in the understanding of the cultural terms. The word *tedhak siti* or *turun tanah* for instance, is a cultural term of which meaning is not available in the western society. It refers to a cultural activity where a toddler is considered mature to touch or walk on the ground. It has lots of symbolisms, among others where he will encounter many vices and virtues in his life. The toddler is believed to be protected from evil spirits after he “walks on” seven glutinous rice-cakes having seven colours. Obviously the meaning of the cultural term will only be well-understood when the foreign student watches the *tedhak siti* event. While watching the activities, they learn the vocabulary in the natural setting and be able to describe it in practicing the language.

Besides, the atmosphere in Solo also provides opportunities for foreign students to learn the language and culture of the Javanese. Solo is well-known of its delicious meals and culinary practices which are relatively cheap. Students can also learn about various handy-crafts (like batik, rattan, and woven materials). All of them provide opportunities for foreign students to learn.

As Solo is famous for being the “Spirit of Java” there are also regular cultural events that also provide tourist attractions. Most foreign students enjoy the cultural events, which may be organized with various purposes, such as Performing Arts, Heritage, Museums, and Environmental Issues. Therefore these activities may motivate language learning in the natural setting. Some of the foreign students even take active participation in the performances. This indicates that the environment in Solo provides various views of the social, political, economic, historical and geographical realities. They can be beneficial for increasing the world view of students learning the language, and also for sharing opinions and cooperating for common activities.

As stated earlier, in this matter the language learning will be best when the students take active participation in the activities, and make discussions about them. They may need to learn about the basic principles and their underlying philosophy of the culture.

Closing

The BIPA Program at UNS provides opportunities to learn the languages starting from the basic level until the most advanced, since there are various forms of activities based on the needs of the foreign students. Since the students may practice the languages in class and outside class, they will be highly motivated and consequently learn faster than when they learn in the traditional setting.

Some phenomena that contribute to the positive nature of UNS BIPA Program are among others the highly dedicated and professional language teachers, the language learning facilities which students can get easy access, and the strict monitoring and assessment procedures. Another positive condition is the natural setting with lots of cultural activities where students may learn and practice the language for communication in the natural setting.

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EXPERIMENTING JEREMIADIC APPROACH AS AN ALTERNATIVE FOR TEFL IN MEETING THE DEMAND OF THE 2013 CURRICULUM

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Abstract: This research paper aims at sharing the application of Jeremiadic Approach in the attempt to arrive at the competencies prescribed in the 2013 Curriculum. The application of this approach serves as an alternative to respond toward teachers' need for more approaches in dealing with the goals of TEFL in Indonesia. Being inspired by the Jeremiad tradition in American literature, the jeremiadic approach implies three phases of dealing with the use of text in teaching activity which seems to be in line with the frame of text-based learning of the current curriculum. The phases consist of text explanation as suggested by the jeremiad's lamentation of the present, text examination as implied by jeremiad's evocation of the past, and text expectation as framed by jeremiad's calling for renewal. As a preliminary experimentation, this approach is applied in the teaching of short story in the class of the sixth semester in the English Department, Unima. The evaluation used for this experiment is carried out in qualitative method by analyzing students' notes accompanied by doing interview. The results of the experimentation show that the jeremiadic or T-Ex approach had creatively and interactively provided students the opportunities to involve in active sharing and discussion within which they observed, questioned, tried, associated, comprehended, analyzed, created, presented, implemented, respected, experienced, and accepted as well as evaluated as summarized in the 2013 Curriculum as the skill, knowledge and attitude competence. Further, the use of the students' intellectual diaries, a kind of daily note, did not only contribute to monitor the advantage of the approach to the class activities but also alternatively to assess authentically students' absorption as well as competency outputs.

Keywords: *Text-based learning, Competencies, Jeremiadic Approach*

The National Ministry of Education and Culture, Muhamad Nuh, in *Harian Kompas*, Kamis, 7 Maret 2013, asserted the essentiality of language "in transferring the content of the material from all of the sources for learners' competencies". Language plays as an integrating role for inter-subjects in the national curriculum. The proper and correct use of language positions a text as the basis for learning. It confirms "language always happens as text and not as isolated words and sentences" (Thornbury, 2005: 8). A text constitutes an arena for language exploration and elaboration. The text can be viewed, then, as the object for language studies, information resources and creative works. The language rises in its contextual application. In terms of English learning, a text does not merely open the path to elaborate the linguistic objects but also to implement English for communication. It appears that, within this logic, the 2013 Curriculum prescribes that English competencies are built out of the texts within which the use of English is intended to be a tool of communication for expressing ideas and knowledge, the habit of reading, understanding, summarizing and reproducing a passage, and the habit of composing a text and the awareness to its rules (Kemendikbud, 2013). It implies that such material contents fill the text in the effort to arrive at developing the knowledge, skill and attitude competence. The text as the basis for learning seems to be used as a stepping stone for creative, innovative and productive activities in the classroom within which students discover, learn and apply. In connection with this, The scientific approach is then suggested to be used for teaching all of the subjects in the 2013 Curriculum.

However, the approach which includes the phases such as observing, questioning, associating, experimenting and networking appears to be slightly problematic in the teaching English. Marsigit (2013) argued that the scientific approach used for all of the subjects is philosophically and ontologically questioned. Ontologically, there are two kinds of science namely "geistesweissenshaften" and "natureweissenshaften". According to Marsigit, the scientific approach is only suitable for "natureweissenshaften" while hermeneutics meets the need for "geisteshaften". Thus, it can be inferred that using the scientific approach in English teaching may lead to the ontological challenges and, later, to the failure to achieve the aims of the curriculum. Empirically, the other voices of doubt and confusion also come from some teachers concerning with the approach implemented to this new curriculum (*Kompas* 3 September 2014). They found it difficult to follow the phases or logic of the scientific approach in the English teaching activity. It is not easy to translate the observation phase, for instance, when it deals with a text.

These challenges drive the writer to propose and share the experimentation of using the jeremiad approach which is assumed to meet the demand for a proper text based learning as an alternative for EFL teaching in the frame of the 2013 curriculum. This approach is considered to be more suitable to the English

teaching due to its basis upon the stages of rhetoric text interpretation which is close to that of hermeneutics, and workable in the sense of its simple stage activities. The jeremiadic approach, which the writer likes to call “T-Ex Approach”, suggests the following phases namely text explanation, text examination and text expectation.

As a preliminary experimentation and study, this approach is applied in the teaching of English using the text of a short story in the subject of British and American Prose in one of the classes the sixth semester in the English Department, Unima that is Ron Dhal’s *Beware of the Dog*. The choice of the short story is related to the insights that, for the purpose of English teaching, a literary text can be an authentic material, cultural enrichment, language enrichment and personal involvement (Collie and Slater, 1990). A literary text provides learners with real world experiences, relationships between society and people where the target language is spoken, even if they are fictions. The class is taken by following the schedule assigned to the writer. The evaluation used for this experiment is carried out in qualitative method by combining teacher’s observation and analyzing students’ guided diaries which are so-called intellectual diaries. This analysis is done by the way of the informed Grounded Theory as synthesized by Thorberg.

Finding and Discussion

The jeremiadic approach is in fact inspired from a jeremiad which constitutes a type of American Puritan literary genre and rhetoric (Maru, 2013, Miller, 1953,p.29, Bellah, 1992,p.42, Madsen, 1998, p.27, Smith and Smith, 1994, p.134). A jeremiad builds up its points through the application of the stages which put forward the idea of make meaning of the text and communicating it. The final aim of the stages can be defined as the expectation toward obtaining of particular attitude or skill related to the previous found knowledge or understanding. A text in a jeremiad perspective has to be interpreted in three consecutive phases of presentation to the audience namely the lamentation of the present, the evocation of the past, and the calling for renewal. The first phase perceives a text as something comes from the present condition. It can portray the reality of moment of the text production. The text can be a reaction or response and the highlights of the ongoing circumstances. The second phase urges the deep examination of the text which is carried out by connecting the context with knowledge such as multidisciplinary references, history, past figures, location, and Holy Book verses. These are intended to gain encouragement and solution for the current condition. The last stage is marked by the finding of moral values out of the text. The value discovery is crucial at this moment of interpretation since it is capitalized to suggest the enactment of a certain expected attitude. The value serves to be the basis for character development. Seeing these jeremiadic logics, the writer detects its link to the essence of the 2013 Curriculum that is integrating skill, knowledge and attitude. Therefore, these phases of logic are elaborated and translated into three parts of text explanation, examination and expectation for EFL context. The writer likes to call this teaching approach applying the jeremiad logic as T-Ex approach. This approach is regarded to be a potential alternative for EFL teaching as it works in the way of hermeneutics which is thought to be more suitable for language teaching compared to the scientific approach (Marsigit, 2013).

Unlike the order of stages in the scientific approach, the jeremiad approach relies upon three stages that concentrate on the use of the text in the classroom activities. The text becomes the center for teacher-student interaction. The absence of the text will turn out to be clueless activities. Once a text is introduced to students, it serves to be axial for the class to define its activity. The text is assumed as a bonanza whose advantages depend on the dialectic action performed in the classroom. This means that the teachers’ creativity and students’ participation should be part of the design or plan for learning activity. The criterion of a text must cover the possibility of English exposure and its relation to knowledge enrichment as well as character development. The text ought to spark the flames of language aspects and activities which burn out students learning practice and character. However, it is important to note that the effectiveness of using the text turns to the teachers’ ability to bring it “down” to the class. Further, the text is also viewed to be the zero point at which teachers commence the interaction with students in terms of recounting ideas, references, figures and other issues. These constitute activity for mutual knowledge enrichment. In the practice of teaching English, the text is not only linked to the language knowledge but also engaged to other relevant disciplines. In so doing, the text based learning in the frame of this jeremiad approach or T-Ex approach involves knowledge sharing and enrichment. A text in this approach is also defined as the moral guide or attitudinal guide. It produces the values that organize an individual within a social interaction and a group within a group even larger community. The activity in the classroom using the text must come to the revelation of moral values which prescribe the enactment of certain attitudes and, later, bring them into the daily context or future expectation both in the social and spiritual domain or both in the local and national scope and even in the international one.

Such conception is synthesized into three stages of a learning approach following ones that have been defined as the structure of the jeremiad. The three stages which are so-called the T-Ex approach are experimented as the practice of the text-based learning as suggested in the 2013 curriculum particularly in the learning of EFL.

A. Text Explanation

At this stage, the classroom activity is addressed to explain the existence of a text. Teacher in the interaction with students builds up the context of the text. If a speaker explains the ongoing situation is a crucial step in the creation of a jeremiad, a teacher in EFL class encourages discussions on the rise of the text including the background of the text, the kinds of text, and all of aspects that might be related to the creation of the texts.

Classroom facts; In the text explanation phase, students enjoyed times to develop language skills and knowledge in the classroom. Students saw the progress of their skill and realized their improvements. Their reflection as recorded in their ID provided a space for students to think over their authentic situation after the class. The class discussion seemed to train them to observe and to read quickly, to critically comprehend the text, and later to logically transform the ideas into their expressions or arguments. This colored the joy of the class since some might be “funny”. Here, teacher took a crucial role to encourage and appreciate the interaction. Praising and motivating flourished the class. They found some relevant aspects to the existence of the text.

C. Text Examination

In this phase, teachers are challenged to be able to encourage learners to discover references, knowledge, past frames or experiences or values and attitude, readings, and expressions of the great figures or founders, heroic deeds and events, and the holy books as well as the lessons from their environment or other disciplines. It clarifies that within this phase the class activity covers the deep examination of the text.

Classroom facts; Continuing the previous activities and having asked to share their comprehension of the text in the previous phase, students were involved in exploring their language knowledge related to sentence and paragraph construction. They re-observed and examined the given text to look at the details. These details became the points to suggest students’ task for writing essay or paragraph. The parts of the story served to be inspiring beginnings of their writing assignment. The students listened to their classmates’ paragraph and laughed at their creativity. It allowed the rise of some kinds of paragraph such as narrative, descriptive, and procedure, and issues related to students’ background knowledge or familiarity. Text was seen as the linguistic objects (Johns and Davies, 1983, p. 1). It mediated the language tasks. Students had chance to analyze the incidents of the text and recall their knowledge in variety of disciplines as well as associate them with similar circumstances. They got involve in sharing knowledge time both ones which were related to the story and the others were related to the general knowledge. They made use of resources including internet sources. It seemed to picture students’ background knowledge, familiarity and surely language skill and interest. This portrayed that the approach had provided students with the opportunities to elaborate and explore their skills and knowledge as well. By arguing, they had tried to make conclusion out of the mosaics of the story. They were able to pick up what they viewed as “something” meaningful such as names, location, object, ways and terminologies. These led the students to interdisciplinary and contextual perspective on the text. Such perspective became the bullets for students’ insights during the class interactions.

C. Text Expectation

Being adapted to the practice of English language teaching, this approach proposes the finding of the pragmatic messages of a text. As the text goes through the explanation and examination phases, it has to come to an expectation. Like the jeremiad calling for renewal, a text may have an expectation within it. It recalls certain expected outputs. Having accomplished to comprehend a text and its context, the learners are hoped to gain certain skill and knowledge as well as attitude.

Classroom Facts; Continuing the class activities related to the exploration of relevant knowledge and references, the students were encouraged to define values which are inspired from the text. The teacher stimulated the question of values by pointing one of the students and challenged responses from other students. The students obtained the time to exchange interpretations again. the classroom activity had covered the exposure of language skill since all of the interactions were carried out in English, and by using English, students were engaged to elaborate and explore all of the possibly relevant knowledge as well as the implementation of the character education.

Conclusion and Suggestion

The experimentation of the jeremiad approach or T-Ex approach in the teaching of English revealed that it was contributive and meaningful in meeting the demand of the 2013 Curriculum in terms of assisting students to practice and expose the suggested classroom activities as the reflection of the three competencies namely skill, knowledge, and attitude. The students ID presented the facts that the implementation of the T-Ex approach had provided students the opportunities to involve in active sharing and discussion within which they observed, questioned, tried, associated, comprehended, analyzed, created, presented, implemented, respected, experienced, and accepted as well as evaluated. In addition, the use of the students’ intellectual diaries, a kind of daily note, contributed not only to monitor the advantage of the approach to the class but also alternatively to assess

authentically students' absorption as well as competency outputs. However, the main challenge for this approach seemed to be teachers' preparation and mastery of the text or material particularly to anticipate unpredicted comments or questions when it comes to the text examination phase. The other challenge might be the question of proper time allotment since it is related to the expected output of every phase. It depends upon teacher's capacity in both knowledge and class management. Therefore, as a preliminary experimentation, this approach needs to test in the variety of class size and text types. It is suggested that more experimentations and elaborations of this approach in non-narrative texts will be useful in the attempt to give alternative and assistance for English teachers to achieve the competencies required by the 2013 curriculum.

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EFL PRE-SERVICE TEACHERS: A STUDY ON STUDENT TEACHERS' TEACHING COMPETENCE

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Abstract: Bailey and Kamhi-Stein (as cited in Richards, 2011) suggest that in order to be competent, teachers at least need to be aware of *how much of a language does one need to know to be able to teach it effectively, and how does proficiency in a language interact with other aspects of teaching*. Thus, the researchers conducted a descriptive study on the EFL pre-service teachers' competence to evaluate what needs to be done further regarding the problems that might appear and to outline the possible recommendations pertinent to the study. The data were collected through giving out questionnaires, conducting classroom observations and interviews in the form of student teachers' reflections. The data suggest that student teachers still lack the language proficiency urgently needed in the teaching process and the pedagogical content knowledge of subject matters to support the teaching and learning activities. This study has revealed the real problems faced and experienced by student teachers that provide valid data for teachers, lecturers and authorities in universities as to what further steps need to be taken to deal with the problems and to outline possible best guidelines for future teacher training programs.

Introduction

As part of becoming full-fledged EFL teachers, EFL student-teachers need to undergo a program of pre-service training assigned by their respective college or university. Pre-service training program is aimed at nurturing student-teachers to become full-fledged teachers when they graduate. This is when matters come to interfere; what pertinent aspects needed for student-teachers in order to be competent teachers. This can be quoted from Bailey and Kamhi-Stein (as cited in Richards, 2011, p. 8) that teachers at least need to be aware of *how much of a language does one need to know to be able to teach it effectively, and how does proficiency in a language interact with other aspects of teaching* . It has the implications that it is not necessary to have a native like command of a language in order to be competent teachers but it is more on the teachers' capabilities to connect their language proficiency with other important aspects of teaching.

On becoming full-fledged teachers, there are also some pertinent aspects related to teachers' competence. The first aspect found in a study conducted by Richards, et al. comparing experienced and pre service teachers in planning a forty-five minute supplementary reading lesson of a short story. The study suggested considerable differences between the two groups of teachers. The inexperienced teachers focussed their lesson more on the language comprehension of the story; completely ignored students' knowledge background; and failed to deal with "deeper layers of meaning of the story" while the experienced teachers did. The inexperienced teachers also used limited ways of teaching the stories (only the ways suggested in their textbooks) while experienced ones used various ways of teaching stories(as cited in Safnil, 2003, p. 195-196). The second aspect was reported in a study conducted by Nunan regarding the differences between experienced and inexperienced English teachers in using a piece of teaching material in the classroom. He concluded that more experienced teachers provided more elaboration, explanation, and help to make the material more understandable for their students (as cited in Safnil, 2003, p. 195). Those studies suggest that along with teachers' journey to become competent teachers, they need to develop themselves in order to deal with formidable aspects in the teaching activities. Teachers need to fully aware that they are bound to improve their knowledge and skills professionally.

The Study Objectives

The researchers' goals in conducting a descriptive study on the EFL pre-service teachers' competence are outlined as follows:

- (1). To investigate what problems appear in the teachers' training program
- (2). To outline the recommendations addressed to the respective university regarding the result of the study.

Methodology

This study is a descriptive study with the aims to describe the phenomenon of the events as they are actually captured during the observations and interviews. This study only tries to capture the facts related problems found during the process of observations and is not intended to judge the student teachers' personal characters involved in this study as well as the respective university's systems of education where the student teachers study.

The Participants of the Study

The participants of the study are six EFL pre service teachers who are conducting their pre service teacher training programs in a formal school in one of the cities in West Java. They are in their final year of studying English in a higher learning institution and are obliged to complete a four month period of pre service teacher training. The study was conducted from February to June, 2014. The participants and the school were chosen based on the feasibilities of the locations and also of the training schedules.

The data for this study were collected using three techniques: questionnaire, classroom observations and interview. The questionnaire was given to obtain information regarding the student teachers' preparations and details in their teaching practices. The questionnaire consists of five open-ended questions dealing with the preparations before teaching, the problems during the preparations and how to handle them, the problems found during the teaching sessions and how to handle them, student teachers' follow up activities after teaching sessions and their biggest challenges and or difficulties in conducting the teaching sessions. The classroom observations were conducted to investigate student teachers' performances in their teaching practices. The researchers were present during the observations and conducted field notes to capture the phenomena of the teaching practices. while the interview was conducted after classroom observations to find out more about the details of the teaching practices that needed further elaboration.

Results and Discussion

The results presented below are the results from the questionnaire, classroom observations and the interview. The interview was conducted to the student teachers based on the necessity of further details after the calssroom observations.

A. The results of the questionnaire is as follows:

- Regarding the preparations before teaching, all the student teachers admitted that they prepared the RPP (lesson plan) and the material for teaching before hand. Three of them prepared the RPP one day before the teaching practice, one of them admitted to prepare the RPP two days in advance and one of them needed one week to prepare the RPP and the materials.
- Asked about the problems faced during the teaching sessions and how they handled the problems, three of them faced the problems on how to motivate the students in order to be interested in and get involved in the teaching and learning activities. One of them had problems dealing with students' behavior in which the students did not pay attention to the teacher by chatting with their friends or by being busy with their gadgets. One student teacher admitted to often forget the points of teaching in the classroom, and the other faced a problem of being nervous and tense before going into the classroom. Regarding how they handled the problems, they came up with interesting answers: to get the students' interests they would resort to the use of games during the teaching sessions which they thought could motivate students to learn the subject, to deal with students who did not pay attention to the teacher, they would ask the students to give a summary of the material previously learned and also would take away their gadgets to be returned after the class had finished, in order to help them back on track when they forgot the points of the teaching, a particular student teacher admitted to have tried to do some improvisations on the teaching points to help her continue the activities, and in dealing with the feelings of being nervous and tense, the student teacher tried to stay calm by taking a deep breath in order to make the situation better.

B. The Result of Classroom Observations

The researchers used the observation checklists in conducting the classroom observation in order to measure the student teachers' teaching performance in the class. The observation checklists consists of four main indicators and the sub-indicators with each sub-indicator using scoring scales of 1-4. The bench marks of the scores are as follows: score 1 is poor, 2 is fair, 3 is good and 4 is very good. The student teachers are represented as alphabets A, B, C, D, E, and F. The following tables (one table represents one indicator and the sub indicators) represent the results of the classroom observations:

Table 1
Pre-Teaching Activites

No	Sub-Indicators	Student Teachers (Scores 1-4)
1	Able to conduct classroom, teaching materials and media preparations	A(2) B(3) C(3) D(2) E(4) F(3)
2	Able to check students' preparations	A(3) B(3) C(3) D(1) E(3) F(3)

From the table above, it can be seen that for sub indicator number one students 1 and 4 had the score of fair, students 2, 3 and 6 got the score of good while student 4 got the score of very good in terms of classroom preparations. As for the second sub indicator, student 4 had the lowest score of poor while the others got the score of good in terms of checking the students' preparations. This aspects included their preparations of the teaching tools, the material of the lessons like books, handouts, etc as well as the media used for the activities including realias, cards, slides, tape recorders, etc. The students' preparations in this case referred to the students' readiness of books, notes, handouts, etc that could assist them during the learning activities.

Table 2
Opening the Teaching Activities

No	Sub-Indicators	Student Teachers (Scores 1-4)
1	Able to do a warming up session	A(1) B(3) C(1) D(1) E(3) f(1)
2	Able to explain the objective of the lesson and the teaching activities	A(3) B(1) C(1) D(1) E(3) F(1)

The table above shows that for sub indicator 1, students 1, 3, 4 and 6 had the score of poor in terms of apersepsi while students 2 and 5 got the score of good. It is drawn from the observations that the four of them did not conduct opening activities that would have led the students to the lesson at hand. They just opened the lesson by greeting, the the students' attendance and directly mentioned what the students were going to learn. The other two with the score of good did conduct the opening and led the students to the lesson at hand. As for the sub indicator number 2, students 1 and 5 got the score of good while the rest had the score of poor in terms of introducing the objective of the lesson. All of them did introduce the objective of the lesson. The difference is the student teachers with the good score explicitly explained the objective of the lesson, while the others did not mention it explicitly.

Table 3 a
Whilst-Teaching
(Teaching material competence)

No	Sub-Indicators	Student Teachers (Scores 1-4)
1	Able to show the use of English fluently and accurately	A(1) B(1) C(1) D(1) E(2) F(1)
2	Able to show the mastery of the teaching material	A(2) B(2) C(1) D(1) E(2) F(1)

As for the teaching material competence, the table above indicates that in terms of language fluency and accuracy most student teachers got poor score (5 of them). Surprisingly only one student teacher got fair score. This was captured during the observations, they used the target language as the medium of instructions very little and when they used the target language, they made several mistakes in spelling, pronunciation, grammar, structure and word choice. They used Bahasa Indonesia (L1) too often in the classrooms. On the teaching material competence, three of them got poor score and the rest got the score of fair. It was drawn from the observations that they made mistakes in explaining concepts of English, they did not show that they had ample knowledge when they explained the lesson, when they gave examples, especially of grammar and structure. They also had problems when dealing with students' difficulties in understanding the lesson.

C. The Result of Student Teachers Interview

The results of the interviews are as follows:

1. Most of the student teachers lacked the ability to conduct motivating strategies at the opening stages. When asked why, they admitted that they had never learned to do that by saying "Nggak tahu dan nggak pernah diajarin sebelumnya" (I don't know and I've never been taught about this before).
2. The same goes to their ability to introduce the lesson objectives and the teaching activities. Most of them answered "Kan anak-anak sudah punya bukunya, jadi mereka bisa tahu dari buku" (The students have already had the book, so they can find out about this from the book).
3. Regarding the ability to use English fluently and accurately they admitted that they lacked the opportunity to learn and practice more previously in their study in the university.

Analysis, Conclusion and Recommendation

The results from the questionnaire, classroom observations and interview above indicate that despite what they wrote in the questionnaire, they showed several poor performances in the teaching practices. First of all, the student teachers showed poor if not little knowledge in the appropriate teaching techniques/strategies in

the opening stages such as how to open the teaching sessions by conducting motivating, brainstorming or eliciting processes or even in introducing the lesson objectives and the teaching plans to the students. Most of them also showed poor performances in terms of teaching materials mastery as can be seen in their attempts of imposing the use of English fluently and accurately in their teaching processes in which they produced several mistakes in spelling, pronunciation, grammar, structure and word choice. Most of them also had poor knowledge of the lessons at hand. Despite their attempt to prepare the materials well, they apparently did not try to expand their knowledge about the lessons they were going to teach by not conducting internet search, article or pertinent book readings. They only relied on the book that was provided by the school. They also showed lack of mastery in facilitating the T-S and S-S interactions by only doing a one way communication-teacher to students talk-, in developing students' interests and enthusiasm in learning by not incorporating the use of games-only a little- and or humours to enlighten the situations. Thus, the students seemed to always get bored and paid little attention to the teacher. In terms of conducting the evaluation process, the student teachers also showed very little comprehension of what and how evaluation should have been conducted. It was indicated that most of them did not even give evaluation to the students and some of them who did the evaluation, showed lack of correlation between the lessons and the evaluation. At the closing stages when they had to do reflections, reviews and follow-up activities. The student teachers had no confidence in doing that and almost had no authority to impose the activities to the students in their class mentioning that the students did not like the activities because either they already had lots of homework or they wanted to end the class soon.

From the elaboration above, it can be concluded that the EFL pre-service teachers lack the following competencies that they need later when they become a full-fledged teacher in which among others are: first the lack of pedagogical content knowledge which is very important in producing students with good output of learning. Second the lack of teaching strategies competence in which the pre-service teachers can manipulate necessary teaching strategies that can cater the students' needs. Finally the lack of important characteristics that are needed in order for the students to gain interests and enthusiasm and in order for the teacher to show their great responsibilities in their profession. Based on this, thus the researchers would like to propose some recommendations to the university and to the persons in charge of the program of the EFL pre-service teachers training the following suggestions:

1. There should be clear and systematic course designs that provide the students with rich opportunity in dealing with language proficiency and content knowledge especially in ELT fields.
2. The establishment of systematic pre-teaching practices prior to their actual teaching practices in formal schools. In this case, the authority figures in the respective university can break down the pre-teaching practices into several parts before the students are ready to conduct the training program.
3. There should be the availability of well-proficient lecturers who are proficient both in language and course design materials in ELT fields that can produce well-qualified pre-service teachers, and
4. There should be a continuous and routine mentors' supervision in the respective schools in order to provide full support and assistance to the pre-service teachers conducting their teacher training program.

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HOW ARE NON NATIVE TEACHERS OF ENGLISH!

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Abstract: Non-native teachers of English tend to face a challenge of either their identity or their English competence which is often connected to their competence in teaching English. Are non-native teachers of English, especially those coming from expanding circle, really incompetent? This paper is elaborating that the identity of the teachers of English shall no longer be problematic in a matter of English Language teaching profession and the focus of teaching English must emphasize more on teacher's qualified English teaching competence rather than the irrelevant nonnative identity.

Keywords: *nonnative, native, teacher, identity, English teaching*

Being a teacher is not easy. I believe nobody would argue such a statement. It seems that a teacher has to satisfy all expectations not only from the students as the target of an expectedly successful teaching-learning process, but also from the professional superiors such as the headmaster, dean, rector, and the educational departments authorizing the teaching sector in the country. As a result, being a teacher does not only mean knowledgeable, but also be mentally ready to face unsettling situation during his/her profession time. Facing the reality that being a teacher is already hard, I find that being a so-called non-native teacher of English is even harder. Non-native English teachers (NNESTs) must face a dilemma to teach this global language. Unlike teaching other subjects in which anyone all over the world who is competent can merely teach them, teaching English means teaching the language that guides people to communicate to anyone from any country and lead to an advancement of technology, business, industry, and other promising fields on the one hand, so that it is assumed as best taught by the owners, the so-called native speakers of English on the other. As Phillipson (1992) pointed out, one of the key tenets of the commonwealth conference at Makerere, Uganda, in 1961 was that the ideal teacher of English is a native speaker.

This article discusses the status and identity of non-native teachers of English. Then it concerns with actions that may help the 'so-called' non-native teachers increase their self-confidence of their status as language professionals. It also includes the strengths and weaknesses of being a non-native teacher and whether or not all arguments regarding those two positive and negative sides really apply to those bilingual teachers of English. I use the term *bilingual teachers of English* as to refer to what McKay's (in Rubdy and Saraceni, 2006) use of the term *bilingual users of English* to define non-native speakers of English.

Status and Identity of Non-Native-English Speaking Teachers

The issues of the dichotomy between native and non-native teachers of English have been the ongoing topic in many writings of some concerned linguists such as Phillipson (1992), Medgyes (1999), Braine (1999), Mc Kay (2002), Llorca (2004), and Ali in Sharifian (2009). It shows that the interest and attention given especially to those teachers who come from what Kachru (1986) calls the expanding circle countries keep growing and will certainly contribute to the positive development of understanding towards NNESTs.

We cannot avoid hearing that people judge us, the teachers from international varieties of English, as less competence in English communication than the so-called native-speaking teachers of English. According to Medgyes (1999) the native and non-native distinction is accepted in general. Braine (1999) also found that a non-native speaker of a language is always defined against a native speaker of that language. However, we cannot actually enjoy such dichotomy and accept the call for what we are not forever because it creates negative perception towards the so-called non-native English teachers themselves. It is important to note that 'the notion of the native speaker, and all the linguistic, social, and economic connotations that accompany it, are troublesome and open to controversy' (Braine, 1999). According to Llorca (in Sharifian, 2009), this two-great group classification of native and non-native speakers clearly resembles the common division between 'us' and 'the others' present in those communities which try to its 'true members', thus preventing 'the others' from fully participating in the community activities. In that kind of classification, Llorca (in Sharifian, 2009) refers the native speakers as 'us' and the non-native speakers as 'the others'.

This act of classifying speakers of a language as 'the others', in fact has been a root of many employment discrimination practices. Non-native teachers of English have been treated unfairly in hiring recruitment because of the wrong perception of either those who have enjoyed the nativeness of English or

others who have fallen into ‘the native speaker fallacy’, the phrase that Phillipson (1992) mentioned to refer to the unfair treatment of qualified NNESTs. ‘Native’ teachers that refers to people from what Kachru (1986) terms as inner circle countries will very easily obtain well-paid jobs in Language teaching profession and form big industries in the language area because of the native-speaker model in ELT pedagogy. This model is even clearly unjustified when these ‘native’ teachers have never been trained to teach English to say that they are employed merely because of their ‘nativeness’ in English.

Others who have fallen into the native speaker fallacy are those bilingual users of English from Kachru’s distinction of either the outer or expanding circle countries. Several cases show the evidence towards this issue. Phillipson (1992) pointed out that Commonwealth conference on the teaching of English as a second language in Makarere, Uganda stated that the ideal teacher of English is a native speaker. According to Amin (2000), Braine (1999), Canagarajah (1999), and Ramton (1996), Native English speakers without teaching qualification are more likely to be hired as ESL teachers than qualified and experienced Non-native-English-speaking Teachers, especially outside the United States. Ali (in Sharifian, 2009), in her research of Teaching English as an International language, also pointed out that English teachers from the Outer Circle are not offered equal employment in GCC countries. There, she found that while the expatriate population is highly colorful mix, the majority of the English language teachers are white. It is certainly quite painful to know that those, who are in the same position of not coming from the countries of the inner circle, treat their own peers that way. I myself, embarrassingly admitting, was once included in this group side of assumption.

Unlike other Asian countries, such as China, Japan, Korea, and Thailand, where much of English language teaching is done by English-speaking teachers, and Like Vietnam, as a country where Ha (2008) elaborates her research in teaching English as an International Language, in Indonesia most of this teaching is undertaken by local teachers. Like Ha(2008), I also see this as being quite healthy and playing an important role in the ways Indonesian teachers of English perceive their identities, as they rarely face the native-non-native dichotomy directly in their working environment.

In Indonesia, most teachers compete to each other from the same nationality background and the qualified ones will occupy the job position. It sounds quite fair, without explicitly saying that non-native teachers in Indonesia are fairly treated. I also found that in Indonesia the native/non-native distinction, even though it actually exists, does not seem to be a major problem in some extent. The majority of English teachers are local teachers. Being an English teacher is something that is prestigious in that country because those who speak English are considered to be more modern, educated, and well-informed to western culture and global world as also admitted by Tanner (1967). Tanner argued that English was accepted in Indonesia as “the mark of the well-educated man, a symbol of the new elite” (p. 34). For Indonesian people, English is considered as a language of modernization and technology development. For some exaggeration, I would say when you tell them you speak English, they will see you as an excellent person because for them, learning English is very difficult. For them, learning English words is difficult, not only because the tenses that really confuse them, but also the way in reading and pronouncing them. However, taking a deeper look inside Indonesia hiring system, you will still find the application from the dichotomy between native/non-native teachers of English. There, only native speakers of English or those who are near-native in speaking English are hired in International schools and some prominent schools. And certainly, they are paid much more higher than local teachers. Especially in IELTS training programs, the native speakers are the sole criteria of teachers to be hired, such as in Jakarta, Surabaya, and other big cities. Native speakers are not hired in ordinary schools because the schools will not afford to pay them.

The afflicting status of Non-native-English-speaking teachers is, inevitably, a result of the embedded predicate of the calling term. Such predicate surely contributes to the identity of the so-called non-native teachers of English. Non-native speakers of a language mean that they are not the ones who are natives of the language. Certainly the embedded ‘non’ call means that because they are not native so they do not possess a privilege as the natives of the language do. Such ‘non’ call surely creates an image that people would assume negatively. Meanwhile, the proper definition of a native speaker, according to Davies (1991), does not exist. Then, I strongly agree with what Braine (1999) argues that a similar claim could not be made for Non-native speakers, too. Braine (1999) suggested the variety of terms which indicates the struggle for self-definition and the identity crisis that prevails among non-native professionals, they are:

- Second language speaking professionals
- English teachers speaking other languages
- Non-native speakers of English in TESOL
- Non-native professionals in TESOL
- Non-native teachers of English
- Non-native English speaking professionals
- Second language teaching professionals
- Non-native English teachers

Those calls or aliases sound better for me. However, I am personally still questioning five of the terms which still embed ‘non-native’ on each call because their negative image would still reflect wrong perception

towards the users. Since English is globalized, these bilingual teachers of English have also to be appreciated as the teachers of English as an international language and be made comfortable in their position by calling them in a more appropriate way. Like some linguists, who are the real non-native English teachers that people mean for me is also still a question. Are they just teachers whose English is not their first language? What about if they are bilingual since children? Their first language is not English, but they always speak English when they are outside because the society only uses English as a tool of communication, like in Australia. In that case, I can guaranty that their English must not be different from those of the so-called native speakers of English. And when these teachers are well trained, they will be highly qualified teachers of English. Or are the non-native teachers of English including their look appearance that are not blonde-hair or blue-eyed? If so, how about those teachers who come from mixed parents, and only use English as their sole medium of communication? I do not think this kind of teachers can be called as non-native teachers of English because they teach English where English is their own mother tongue. Or are non-native English teachers those whose English is not their mother tongue and they learn English consciously because English is not spoken in the society? This kind of definition may apply for those who are from what Kachru (1986) defines as countries of the Expanding Circle. Meanwhile, those coming from what Kachru calls the Outer circle countries are also called non-native teachers of English. Their first language is English, but they learn English consciously because English is officially spoken in the society. Furthermore, the terms offered by Braine (1999) lead me to a question of how actually non-native teachers of English define themselves and in what term they want the world to call them.

The issue of non-native-English-speaking teachers' identity is not less significant than that of the 'merely' users of English. Identity always involves multi sides of aspects of a person, whoever he/she is such as personal and cultural aspects. That is why, Meaning, which individuals construct, according to Ha (2008) are not only shaped by their cultural practices, but also reflect their own identities, for example, meanings constructed from gender, religion, or age perspective (30). As Hall (1997a) argues that identity is created through the production of meaning, which gives us a sense of identity, of who we are, and with whom we belong, Ha (2008) contended that therefore we have multiple identities, not just one identity. That is why I come to a decision that I can neglect the identity of the teachers of English in a matter of English Language teaching profession and focus more on their qualified English teaching competence.

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TARGETING LEARNING FOCUS UNDER THE TREES

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Teaching English, such as reading or writing, is commonly carried out in a classroom setting. Despite this condition, however, some circumstances have made teachers have outdoor classes which require more preparations. The previous studies on outdoor class mostly focus on students' life skill development. They reveal that outdoor class brings behavioral impact toward the students. In further, there is a study on language and science inquiry in a high school immersion program which results in series of learning activities. Yet, the present paper is an attempt to present an understanding on teachers' professional development along with previous studies on how teachers design the outdoor class activities. This includes the adjustment of the strategies and the class management which may encounter unexpected nuisance. It will only cover the reading class. Under the context of English for adult learners, the proposed idea will be applicable for other learning contexts.

Keyword: *Outdoor class, reading, lesson planning*

Introduction

Teaching-Learning activities are commonly carried out in a room completed by any supporting facilities such as tables and chairs or even computers and an internet connection. An outdoor class typically refers to a class for young learners which provides more physical activities. However, having an outdoor class is sometimes refreshing for the adult learners too.

Outdoor class has no significant difference from indoor class, except the weather and preparation required. It even provides some positive effects toward learners. Boland and Heintzman (2010) have investigated the behavioral impact of 'outdoor education' toward the students in a university program. They found out that the students apply what they had learned to during the class activities in their daily life. Additionally, The Outdoor Classroom Project (2014) reports that benefits of outdoor classroom result in the following four aspects.

Table 1. Benefits of the Outdoor Classroom

Physical	Cognitive	Psychological	Understanding
<ul style="list-style-type: none">• An increase in physical development, capability and activity• Setting up patterns for an active, healthy lifestyle• Fewer children suffering from diseases such as obesity, Diabetes and ADD/ADHD	<ul style="list-style-type: none">• Stronger language, problem-solving and communication skills through projects and group activity• Developing an interest in science and math through connecting with nature• Fostering learning through self-initiation, control and personal responsibility	<ul style="list-style-type: none">• Happier• Higher, more positive self-esteem• Effective relationship building in a cooperative, non-competitive environment• Building a healthy and balanced internal psychology from time spent alone• Manifesting classroom harmony• Social-emotional mastery	<ul style="list-style-type: none">• Familiarity with and appreciation of nature• Wide, expansive view of how the world works• Building stewardship skills for the environment

<http://outdoorclassroomproject.org/about/the-outdoor-classroom/>

Westervelt (2007) undertakes a study on outdoor class in a high school immersion program which applies scaffolding inquiry. The program was carried out for a multidisciplinary between science and language. It affects the content being taught which is not literally about the target language. Other than the materials, there are several more aspects to consider in designing a lesson, especially when it is carried out outside. The two main things include teaching and learning strategy and classroom management.

Teaching and Learning Strategy

Teacher might see outside classroom for reading is simply as a library visit. In fact, it is just one of the kinds. There are a number of possibilities to conduct reading activity outside classroom. It can serve as enrichment activity where students spread out from classroom after a task given to them, find books, read encyclopedia, trace a map or teacher can have it as a whole-time reading class where pre-, whilst-, and post-reading occur outside classroom. One thing to be noticed is that instructions should be given both in verbal and written (Larsson, 2013). Sometimes, teacher needs to repeat the instructions to make it clear for all students.

There are some indoor teaching and learning strategies that are also applicable for outdoor activities. Teacher can choose either bottom-up or top-down strategy regarding to students' level proficiency. Teacher can use problem solving strategy. Teacher poses an intriguing text that students can find the hypotheses, create solutions, offer alternatives by observing the surrounding. Besides problem solving stimulates students' critical thinking. Iraheta, et al. (2014:22) suggest it provides students with opportunities to use their newly acquired knowledge in meaningful, real-life activities and assists them in working at higher levels of thinking.

Also, teacher can employ Think Pair Share strategy. Here, students might be more motivated as they can move more freely and teacher can give more guidance as she or he can move from one group to another easily. Furthermore, teacher can use Know-Want to know-Learned strategy, SQ3R and Conference Style Learning. Students are assigned to read some materials at home and do peer or group conference during class.

Teacher can do assessment on comprehension as in the classroom, both oral and paper. However, teacher should make clear agreement that cheating is absolutely forbidden.

Outside Classroom Management

Although the teaching-learning process happens outside classroom, it is not necessarily to be a disorganized activity in which students chat and eventually teacher loses control of the students. There are certain rules that teacher should pay attention to if she or he wants to conduct reading activity outside classroom. The first consideration is the class size. Marcellino (2008:66) reports that having more than forty students in a class becomes barrier in implementing competency-based learning. Thus, thirty students for reading activity outside classroom would be sufficient considering the voice coverage of the teacher. However, some unfortunate teachers must cope with large classes. Maximizing pair work and group-work might be still the best way to tackle this problem.

The second is disciplining the students. Brown (2007:249) suggests that teachers should negotiate conventions of turn-taking, respect for others, and the importance of listening to other students. Distraction may be caused not only by students' voice but also the surroundings. Hence, teacher can use a bell or serene to gather students' attention. This also can be used as a sign to move from one activity to next activity.

The next rule deals with physical environment. Suleman, et al. (2014) reveal that students who are well-organized, equipped, and facilitated outperform those with poor physical environment. Physical environment so far is defined as the classroom itself (Brown, 2007:241; Suleman, et al. 2014:73). Although four-sided walls are invisible and smells of trees and roads are apparent in outside classroom, teacher still needs to carefully select the place for learning, such as the sound and comfort, the availability of portable whiteboard, the seating arrangement, Wi-Fi access (if it is possible), and portable audio-speaker. School library, school auditorium, gymnastic hall, and school garden are examples of the possibility.

The last is communicating with the people. People here can be director or principal, other students from other classes, administrative staff, librarian, cleaning service staff, and others. Teacher needs to negotiate and communicate to minimize potential misinterpretation of our classroom activity.

Conclusion

Outdoor classroom need to be well organized to be successful, especially when it deals with a big class. Teachers should prepare various activities that can keep the learning focused. It is not impossible to design a total outdoor class for the whole semester, yet it will be so challenging.

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TEACHERS' PROFESSIONAL EMPOWERMENT THROUGH TEAM TEACHING

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Abstract: A teacher as a professional needs developing himself to keep pace with the dynamics in the classroom, the need to better the students' achievement, and the need to meet the changing of the challenge from time to time. The professional development is urgently needed by the teacher to update his knowledge, to improve his teaching skill which in turn to increase the students achievement (Vrasidas and Glass, 2004: 2). There are three variables indicating the impact of the teacher's professional development e.g. changing on the attitudes and beliefs of teachers, improvement in the classroom practices, and improvement of the learning outcomes of the students (Yoon, et.al, 2007:4, Guskey, 2002 :383).The significance of professional development is also supported by Darling-Hammond & Mc. Laughlin (1995) in Vrasidas& Glass (2004:3) by stating that innovative professional development for teachers will involve opportunities for teacher to share their expertise, learn from peers, and collaborate on real-world projects. Regardless the double function of teachers in teaching and school administration which most of the teachers are delegated to perform in task force of school administration, teachers should perform three kinds of jobs. They are designing the instruction, planning, organizing, and evaluating the classroom practices, and motivating, counselling, and mentoring the students to solve their personal problem that interfere the learning process. Under the mandatory 24 class hours a week, the teacher's jobs are really abundant. There seems no time for teachers to have activities outside the daily routine. Moreover, most of the teachers are female which have house hold jobs at home. It means that leaving the school to go home means moving from one battle field to another. Teachers have no opportunity to empower themselves through professional development program outside the school. In this seminar, the writer would like to share her experience in conducting teachers' professional development among her abundant jobs in her school. How does team teaching handle instructional design and classroom practices to pursue better result? Not only conducting the mandatory jobs but the teachers also conduct their professional development because in their team teaching, opportunities are open for teachers to share their expertise, learn from peers, and collaborate on real-world projects.

Keywords: *teacher's routine, teacher professional development, team teaching*

Introduction

A teacher as a professional needs developing himself to keep pace with the dynamics in the classroom, the need to better the students' achievement, and the need to meet the changing of the challenge from time to time. A teacher has a crucial role in the classroom teaching learning process. Updating and improving knowledge not only about the teaching itself but also the knowledge about the students will help teacher to create a good atmosphere of learning. There are three variables indicating the impact of the teacher's professional development e.g. changing on the attitudes and beliefs of teachers, improvement in the classroom practices, and improvement of the learning outcomes of the students (Yoon, et.al, 2007:4, Guskey, 2002 :383).The significance of professional development is also supported by Darling-Hammond & Mc. Laughlin (1995) in Vrasidas& Glass (2004:3) by stating that innovative professional development for teachers will involve opportunities for teacher to share their expertise, learn from peers, and collaborate on real-world projects.

Regardless the double function of teachers in teaching and school administration which most of the teachers are delegated to perform in task force of school administration, teachers should perform three kinds of jobs. They are designing the instruction, planning, organizing, and evaluating the classroom practices, and motivating, counselling, and mentoring the students to solve their personal problem that interfere the learning process. Under the mandatory 24 class hours a week, the teacher's jobs are really abundant. There seems no time for teachers to have activities outside the daily routine. They have no time to recharge their knowledge and to update new information related to their tasks. They tend to do their teaching process as usual without any improvement. Moreover, most of the teachers are female which have house hold jobs at home. It means that leaving the school to go home means moving from one battle field to another. Teachers have no opportunity to empower themselves through professional development program outside the school.

In this seminar, the writer would like to share her experience in conducting teachers' professional development among her abundant jobs in her school. The writer and her friends try to conduct the professional development after school. How does team teaching handle instructional design and classroom practices to pursue better result? Not only conducting the mandatory jobs but the teachers also conduct their professional development because in their team teaching, opportunities are open for teachers to share their expertise, learn from peers, and collaborate on real-world projects.

Discussion

Professional Development

A teacher as a professional is also a learner who needs to improve and recharge her knowledge to update the information related to the teaching learning process. Based on this condition professional development for teacher is an important part to improve the process of education. Professional development is defined as the process of improving staff skills and competencies needed to produce outstanding educational results for students. (Hassel, 1999 in the Newsletter for the Reading first Program, Summer 2005). Manggioli, G.D (2004:5) also states that professional development can be defined as a career-long process in which educator fine-tune their teaching to meet students' needs. It indicates that improving teachers' competencies will result the better achievement of the students. The professional development is urgently need by the teacher to update his knowledge, to improve his teaching skill which in turn to increase the students achievement (Vrasidas & Glass, 2004:3)

Professional development helps teachers develop the content knowledge and skill they need to succeed in their classroom. By improving their skill and knowledge, teachers become better prepared to make the right curriculum and instructional decision. (Vrasidas&Glass, 2004:2). The importance of professional development is also supported by Darling-Hammond & Mc. Laughlin (1995) in Vrasidas& Glass (2004:3) by stating that innovative professional development for teachers will involve opportunities for teacher to share their expertise, learn from peers, and collaborate on real-world projects. Teacher need space and time to learn and improve her knowledge to cope with the developing teaching learning process and the students themselves.

Professional development activities frequently are designed to initiate change in teachers' attitudes, beliefs, and perceptions. Professional development leaders, for example, often attempt to change teachers' beliefs about certain aspects of teaching or the desirability of a particular curriculum or instructional innovation. They presume that such changes in teachers' attitudes and beliefs will lead to specific changes in their classroom behaviors and practices, which in turn will result in improved student learning.(Guskey, T.R ,2002:2). All these changes have one focus that is the students' achievement not only their knowledge of the language target but also their attitudes.

Vrasidas& Glass (2004:3) state that teachers' needs will be served when they are able to make connections between their work and professional development through continuing education. Moreover, teachers will learn best when they are actively engaged in meaningful activities ; when they collaborate with peer, exchange ideas, and provide and receive peer feedback; when they reflect critically on what they are doing; when the work on real-world, challenging, authentic activities; when their work is constantly evaluated; and when they are intrinsically motivated. It is also supported by Birman,Desimone, Garet & Porter, (2000:30) in Kedzior, Margaret & Fifield,Steve, (2004: 2) that professional development activities include collective participation—that is, the participation of teachers from the same department, subject, or grade—are more likely to afford opportunities for active learning and are more likely to be coherent with teachers' other experiences. Teacher needs space to learn more with their peer to have better knowledge, understanding and motivation in improving their teaching learning process which directly related to the students' and also school success.

Team Teaching

Goetz, Karin (2000) states that team teaching can be defined as a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners. Quinn and Kanter (1984)in Goetz, Karin (2000) a define team teaching as "simply team work between two qualified instructors who, together, make presentations to an audience." There appear to be two broad categories of team teaching:

- **Category A:** Two or more instructors are teaching the same students at the same time within the same classroom;
- **Category B:** The instructors work together but do not necessarily teach the same groups of students nor necessarily teach at the same time.

Category B team teaching consists of a variety of team teaching models, in which the instructors work together but do not necessarily teach the same groups of students, or if they do, they do not teach these students at the same time. The teachers can discuss a lot of things related to the teaching learning process before they teach their own classroom. It can be in the form of syllabus, lesson plan, teaching methodology or teaching materials. Stewart, Timothy (2005) supports that in team teaching a group of teachers, working together, plan, conduct, and evaluate the learning activities for the same group of students. In practice, team teaching has many different formats but in general it is a means of organising staff into groups to enhance teaching. Teams generally comprise staff members who may represent different areas of subject expertise but who share the same group of students and a common planning period to prepare for the teaching.

The writer experiences

The writer realizes that with 24 hours teaching mandatory, it seems that she has no time to improve and recharge knowledge related to teaching learning process and also update the newest information. The writer and her friends tend to lack of energy and time to attend some workshops. Besides, those workshops are usually in turn and for once a year in which it is not sufficient. Therefore, to change and improve teaching learning process, the writer and her friends try to conduct professional development in school itself. It is conducted after school for once a week in which we do not need to leave our school and spend much time. As Keizior, Margaret & Fifield, Steve (2004:4) state that The nature of professional development as described here entails a different view of teaching as a professional activity. It creates opportunities for teachers to take charge of their professional learning and practice, but it also places new demands on them, on school administrators, and on education policy-makers. Professional development that seeks to support teaching as an ongoing inquiry into more effective classroom practice must overcome several significant barriers to change. In this program we can share our teaching experiences, give feedback and have motivation from one another. Besides we also get new information and teaching innovation since every teacher has their own strength.

The writer and her friends conduct professional development through team teaching because we usually meet and discuss many things such as syllabus development, making lesson plans, and also teaching materials before the new academic year begin. We work together to prepare anything we need before the teaching learning process started. These activities makes us well-prepared before acting in the classroom. If the teacher teach well and full of motivation, this condition will directly influence the students' achievement. The professional development is urgently needed by the teacher to update his knowledge, to improve his teaching skill which in turn to increase the students achievement (Vrasidas and Glass, 2004: 2). There are three variables indicating the impact of the teacher's professional development e.g. changing on the attitudes and beliefs of teachers, improvement in the classroom practices, and improvement of the learning outcomes of the students (Yoon, et.al, 2007:4, Guskey, 2002 :383)

The writer and her friends usually conduct the meeting for once a week to discuss anything related to everyday teaching learning process. Some evaluation and feedback from one another will improve the next teaching learning process. Sometimes, we share what we have from outside school professional development program in which this can be the way to disseminate some new information and knowledge. This once a week meeting is as a refreshing and recharging for the teacher in which by sharing our teaching learning experiences, we finally know what we should improve and evaluate for better result. Mentoring gives novice and master teachers opportunities to learn from each other. It can help new teachers learn to creatively and effectively meet the day-to-day challenges of teaching. Mentoring occurs around activities such as classroom observations, coaching, feedback, and the collaborative teaching. Mentoring can have dramatic effects on teachers, that include increased retention, improved attitudes, increased feelings of efficacy and control, and experience using a wider range of instructional strategies. (Smith,2002) in Keizior, Margaret & Fifield, Steve (2004:3)

Conclusion

Professional development is a must and urgently required for the teachers for the better result of teaching learning process in which it directly influence the student achievement and school as well. For the teachers, they should change their attitudes and beliefs that teacher professional development is part of their jobs which will influence their future. They have to realize that students achievement is based on their spirit of continuing improvement of what they do in the classroom. High motivated teachers to better change will influence the learning atmosphere in the classroom. Besides, they can give positive influence to other subject teachers and share their expertise . For the school itself, especially the headmaster, he should totally support any activities which focus on improving the quality of teaching learning process in which finally the qualified teachers will influence the school achievement. The support can be in the form of financial support or encouragement in every activities that related to professional development for teachers.

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EQUIPPING ENGLISH EDUCATION GRADUATES WITH THE CORE COMPETENCE OF ENGLISH TEACHERS FOR YOUNG LEARNERS THROUGH AN OPTIONAL PACKAGE OF COURSES

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Abstract: The discussion of whether to offer English to our children in elementary schools seems to cease lately. Now English has been pushed in the corner by the Indonesian government policy in the elementary school curriculum. Elementary schoolchildren in most public schools now no longer enjoy English lessons. Private schools, however still keep English for their children. It means English is still learnt by some Indonesian children in elementary schools. Parents are also still enthusiastic in sending their children to non formal language schools for children. Therefore, English teachers for young learners are still needed in Indonesia. Following what has been recommended by the TEFLIN board's focused group discussion, English teaching to children should be done by teachers who has the knowledge and skills for the job. Therefore, there must be some kind of a pre-service training for teachers of English for young learners. The English Education Study Program of Yogyakarta State University has provided students who are interested in TEYL through an optional package of courses. The paper will explain in a detailed way how the core competence is developed among the students to make them professional English teachers for young learners. Nury Supriyanti, lecturer of English Education Study Program of Yogyakarta State University, graduate of Macquarie University. Her interest has been TEYL. Her papers are mostly on English for Young Learners and have been presented in TEFLIN conferences and others.

Introduction

The discussion of whether to offer English to our children in elementary schools seems to cease lately. Now English has been pushed in the corner by the Indonesian government policy in the elementary school curriculum. Elementary schoolchildren in most public schools now no longer enjoy English lessons. Starting from the new academic year of 2014, public elementary schools do not have to think about how to provide English lessons to the children. The status of English in the elementary education level in Indonesia today is only an extracurricular subject. In this level of education, the policy will mean that schools have no need to even think about English lessons for the students or children, especially for the schools which are classified as ordinary schools. Most elementary schools in Indonesia are of this classification seen from the support they might have from parents and the society whether financially or others. This policy as carried by the Curriculum 2014 has no place for English for the children.

In other papers that I have written, the consequences of the absence of English in the elementary curriculum have been calculated. One of which is the fact that our children will have the opportunity to come into contact with the language, not waiting for six years until they are in the junior high school, if their parents, realizing the need, send them to language schools. This will only be done by parents who could see the needs and at the same time could afford it. It means, however, we need first of all to forget our desire to have equity of education for all Indonesian children. This, consequently, is as what Hawkins and Norton (2009:31) have been worried about on the fact that there is nothing neutral about our education policy. It often systematically advantages some people over others, thus creating inequity in the access for resources and facilities in education, even for fellow citizens. More fortunate children of elementary schools will have the opportunity to learn English before they go to the junior high school. Private schools, however still keep English for their children. It means English is still learnt by some Indonesian children in the level based on their privilege of being children of the Have. Parents are also still enthusiastic in sending their children to non formal language schools for children which mean they need to pay.

Therefore, English teachers for young learners are still needed in Indonesia. Following what has been recommended by the TEFLIN board's focused group discussion, English teaching to children should be done by teachers who have the knowledge and skills for the job. There must be some kind of a pre-service training for teachers of English for young learners. The English Education Study Program of Yogyakarta State University has provided students who are interested in TEYL through an optional package of courses. In addition to what the TEFLIN board has recommended, Brewster and Ellis (2002 : 3) report about the best conditions need to be created for teaching languages for young learners. There are six important conditions, namely having appropriately trained teachers, proper timetabling with sufficient timing, appropriate methodology, continuity and liaison with secondary schools, provision of suitable resources and integrated

monitoring and evaluation. It is very clear then that teachers are the most important factor in the success of English program for young learners. Therefore, the English provision in the education institutions for children should guarantee the availability of teachers who are professionally and appropriately trained. In summary, the need to have teachers of English to children is still there to be fulfilled.

The Optional Package of English for Children in the English Education Study Program of YSU

Courses in the package of English for children

The package consists of four courses of 10 ten credit units. In the previous curriculum of the English education study program it was offered in 16 ten credit units because it was designed for a certification scheme which means that after taking the package, the students get a written certificate in addition to the transcript. In our 2009 curriculum, the package has been included in the curriculum as a compulsory optional package together with other packages for the students to choose.

The training and education for the English teachers of children in YSU have the status as optional. The rationale is that the main mission of our English Study Program is to educate and train English teachers for secondary schools namely junior high, senior high and vocational schools. Therefore, the package is only for the students who are interested in adding their competence with how to teach English to children.

The training and education of teachers of English to young learners in YSU have taken the form of a package of courses bearing in mind that they cannot be carried out by only providing one or two subjects on how to teach English to children. The package has four closely related courses which lead the students to fulfill the criteria of teachers of English to young learners as proposed by Brewster and Ellis (2002:iv). They state the following :

The teacher of foreign languages to children has become a highly skilled professional who can combine their knowledge, skills and sensitivities of a teacher of children with those of a teacher of language and balance the two.

Teachers' sensitivities of a teacher of children are not taught, they need to emerge from the students themselves, to be made aware of and developed along the training time, due to the fact that when the students start their teaching practicum, when they come to contact with children they should already have some sensitivities no matter how little. Therefore, all the courses in the package are expected to provide the students with topics and activities which ensure the opportunity for the students to learn about children and children's development both theoretically and practically. All courses provide on hand experiences to the students in working with children.

The Core Competency of the English teachers of children

A core competency is fundamental knowledge, ability, or expertise in a specific subject area or skill set. In the case of the teaching of English for children Richards (1998:15) proposes the six domains of contents, namely, 1) theories of teaching, 2) teaching skills, 3) communication skills, 4) subject matter knowledge, 5) pedagogical reasoning, and 6) decision making and contextual knowledge

Theories of teaching have been provided in the courses of English language teaching which are available in the general curriculum. Of course the students are then taught to develop in themselves the knowledge and skills which approaches or methods are appropriate for children in other courses in the package in the courses of children language acquisition and children language teaching methodology. The understanding and awareness that teaching English to children is different from that to adults have been introduced in the course which is compulsory to all students namely Introduction to English for Children. They are then strengthened and developed through the courses in the package.

The teaching skills is started to be developed as a skill in handling a classroom activity for children through games or story telling in the introductory course which is then further developed in the course of Children language teaching methodology in which the students learn how to teach in peer teaching based on the lesson plan they write. The teaching assignment is guided by some principles of teaching English to children proposed by some experts.

The teaching skill to children is not only introduced practically. In the introductory course, the students have been assigned to perform some elements of teaching English to young learners such as performing storytelling or games to their peers, in which due to the nature of the materials and activities which are made for children, students have to enter the children's world. They are made familiar with learning materials and activities specified for children as the first step so that they will become more comfortable with the age group learning and by and by they also learn to teach them. The theories then are offered in the courses of children language acquisition and children language teaching methodology. In CLA, the characteristics of children as language learners are discussed as a foundation for the students to learn how to provide appropriate instruction to children. Theories and practices of teaching children English are then taught and developed in the CLTM because students are assigned to develop their own teaching. The assignment covers the teaching context which includes the age group, the program (compulsory, local content, or extra curricular), the aim, etc). After defining the teaching context, the students write their teaching plans, design learning activities and media. They then

perform the plan in a peer teaching. Though they do not deal with real children, they get themselves familiar with children's English classes.

Students taking the EFC package need to be able to develop an English program for children which includes the management side. They need to learn the SWOT analysis of how to develop a program. They learn about how to deal with the marketing, recruitment of teachers and learners, budgeting and facilities. They also develop their skill and awareness and promoting or selling their program to interested parties as sponsors or institutions. As a final assignment, they are to work in group setting up a real English program for children that will be conducted by using the strength that the university has such as human resources and facilities.

The program then should be put into practice in the teaching practicum with a real situation. Since the students also plan all the activities in advance they need to put a very careful time planning for promoting and preparing the English language program for children in the semester that follows. In the practicum the students practice everything they have learn to meet the challenges in providing English instruction which is appropriate for children. They are to engage themselves facilitating the children to learn English in a way which makes the young learners stay learning. The course having the four unit credits has offered the students ample real opportunities to work very closely with this specific group of learners who presents challenges to the future teachers. They learn everything about the young learners which cannot be put into words very easily.

Conclusion

The optional package of courses has turned out the teacher-students into good teachers of young learners who can provide appropriate instruction to the age group from our experience. Since it is optional only those who are interested will take it and this gives the students better motivation. The package provides integrated awareness, insights, and skills of the teaching of English to young learners because it consists of courses of ten credit unit. Of course the more is the better if it is appropriately designed. The combination of theories and practice helps students learn to deal with real situation which cannot be provided by other means of instruction.

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A CASE STUDY OF ENGLISH ARTICLES ACQUISITION OF TWO INDONESIAN ENGLISH TEACHERS

Parawati Siti Sondari

Abstract: This study attempts to look into the article choice of *a/an*, *the*, and \emptyset and their acquisition by two Indonesian English teachers. The participants of this study, i.e. teacher 1 and teacher 2, are two experienced Indonesian English teachers with different proficiency levels, i.e. upper-intermediate and advanced respectively. The primary data collection instrument was a 160-item forced-choice elicitation task (Ionin, Ko, and Wexler, 2004; Snape, 2005; Pongpairaj, 2007; White, 2009) controlled in its semantic contexts of definiteness [\pm def] and specificity [\pm spec] and video-taped observation of article use in the class. Based on the findings, both teachers have acquired definite article *the* yet have shown variability in their use of *a/an* and \emptyset as suggested by both the forced-choice elicitation task and the observation data. They could consistently indicate accuracy of *the* in most cases yet the uses of *a/an* and \emptyset were contrastingly different in the two sources of data. In addition, teacher 1 substantiated *the*-flooding (Chaudron & Parker, 1990; Huebner, 1983; Master, 1987; Young, 1996 in White, 2009) and more omission errors of *a/an*, while teacher 2 demonstrated more commission errors of overusing *a/an* instead of omission errors. Such findings contribute to the growing body of article choice research and the pedagogical practice of teaching articles.

Keywords : *article choice, SLA, forced-choice elicitation task, definiteness, specificity*

Introduction

Numerous studies have pointed out that English articles—*a/an*, *the*, and \emptyset (zero articles)—are notoriously difficult to be acquired by second language (L2) learners (Huebner, 1985; Master, 1987; Thomas, 1989; Murphy, 1997; Robertson, 2000; Lu, 2001; White, 2003; Ionin et al., 2004; Lardiere, 2004; Ekiert, 2005; Hawkins et al., 2006; Ionin et al., 2008, among others). Even advanced L2 learners continue to show persistent variability in article production (Pongpairaj, 2007). In the attempt to explain the article choice, much research has been conducted to L2 learners whose first language (L1) lacks articles, i.e. Korea, Russian, Japanese, Chinese, etc. and whose L1 has articles marking definiteness, i.e. Syrian Arabic, French, and Spanish (Mayo, 2009; Sarko, 2009). Most of the results show that L2 learners with article-less L1 ranging from beginner to advanced levels are facing difficulties in resetting the L2 article choice to definiteness.

Definiteness [\pm def] (Fodor and Sag, 1982 cited in Ionin et al., 2004; Heim, as cited in Ionin et al., 2004) is the main semantic-pragmatic context of article choice scrutinized in this study. Despite differing perspectives on the definition of definiteness, most experts are in consensus that nominal definiteness involves “the speaker and the hearer presuppose the existence of a unique individual in the set denoted by the nominal phrase (NP),” (Fodor and Sag, as cited in Ionin et al., 2004; Heim, as cited in Ionin et al., 2004; Frege, as cited in Snape, 2005; Hawkins, as cited in Trenkic, 2007).

Another semantic-pragmatic context of specificity [\pm spec] is included in this study. Specificity [\pm spec] involves referentiality of NPs. Fodor and Sag (1982 cited in Ionin et al., 2004) defines specificity as “the speaker’s intent to refer to a unique individual in the set denoted by the NP, and this individual is considered to possess some noteworthy property.” English article choice is based on definiteness and specificity straddles it.

In addition, article choice can pose great difficulty to be acquired especially for non-native speakers whose L1 has both similarities and differences to the L2 or the target language article and nominal system. Indonesian (L1) is a language which lacks determiner articles (MacDonald, 1976). Yet it has determiner-like elements which bear similarities to English articles. In addition, the nominal system is considered as a dual system based on Chierchia’s (1998a, 1998b) Nominal Mapping Parameter (NMP) in which it bears similarity to English nouns in terms of plurality by means of reduplication and it has mass noun system (Kadaryanto, 2010). Inaccurate identification of noun countability can result in inaccurate articles production by L2 learners (Hiki, 1991; Yoon, 1993; Butler, 2002; White 2009). The issue of countability is realized in the three types of nouns presented in this study constituting imaginable count nouns (singular and plural), abstract (count) nouns, and non-count nouns (Celce-Murcia and Larsen-Freeman, 1999; Snape, 2005; White, 2009).

This study mainly involved two Indonesian English teachers, i.e. Teacher 1 and Teacher 2. Most of the research in article choice heavily focuses on L2 learners, whereas in the light of English as International Language (EIL), non-native English-speaking teachers (non-NESTs) play a significant role in English language teaching (ELT) (Medgyes, 1994). Since such is the case, this study is intended to describe whether the two participants have acquired English articles *the*, *a/an*, and \emptyset . The second aim is to scrutinize how semantic-pragmatic context of definiteness contributes to English article choice of the participants.

Research Methods

This study is a qualitative case study. Yin (1994) defines a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real life context especially when the boundaries between phenomenon and context are not clearly evident.”

The participants of this study were two experienced Indonesian English teacher teaching in Bandung. The participants consisted of a male and a female teachers, i.e. Teacher 1 and Teacher 2. They were particularly chosen due to their differences in teaching experience and proficiency level. The first participant, Teacher 1 has two and a half years of experience in teaching English adult classes both in formal and non-formal institutions and his proficiency level is upper-intermediate as shown by his TOEFL score of 550. The second participant, Teacher 2 has 6 years of experience teaching in tertiary level of education and adult classes in non-formal institutions. In terms of proficiency, she is considered advanced since her IELTS score was 7.5 and her TOEFL score was 567. In addition, they teach English using English consistently in the class. Furthermore, the researcher had full access to conduct observation to their classroom interaction.

Two data collecting instruments were used, namely a set of written forced-choice elicitation task and video-taped observation of the teaching processes. The forced-choice elicitation task in this study combined the items from Hawkins (1978), IKW (2004), Snape (2006), Pangpairoj (2007), and White (2009). It comprises of 160 items which were controlled in terms of noun types and semantic/pragmatic contexts. The noun types consisted of imaginable count singular, imaginable count plural, abstract count singular, and non-count or mass adapted from Snape (2006) and White (2009). The nouns were taken from different resources (Hawkins, 1976; MRC Psycholinguistic Database version 2.00, 1997; Celce-Murcia and Larsen-Freeman, 1999; IKW, 2004; Snape, 2006; Pangpairoj, 2007; Cowan, 2008; and White, 2009). In terms of the semantic/pragmatic contexts, the task involved (in)definiteness [\pm def] and specificity [\pm spec] which makes up the following four contexts, i.e. [+ def, + spec], [+ def, - spec], [- def, + spec], and [- def, - spec]. The combination of noun types and the four semantic/pragmatic contexts were serving as the framework of the study. Each context was operationalized into ten items, thus with 16 contexts, the overall items were 160 items. The framework was also applied in analyzing and coding both the observation data.

All the items are reviewed by a British native speaker and an American native speaker, ML and MM. ML validated the content of all the items in accordance to the obligatory contexts in the matrix. The items were then given to MM as a pilot study and the items were eventually administered to the participants. The items were distributed to Teacher 2 on August 18th, 2013 and to Teacher 1 on the following day. Both of them spent around 90 minutes to complete the items. In addition, ML was also involved in analyzing the observation data.

The analysis results of the forced-choice elicitation task were accounted in three measures consisting of the article use as supplied in obligatory contexts (SOC), target-like use (TLU), and used in obligatory contexts (UOC). Meanwhile, the observation data was presented in the average of occurrences in accordance to the framework of the study.

Findings

The overall analysis results of the forced-choice elicitation task and the observation data attested that Teacher 1 and Teacher 2 attested similar results in producing definite article *the* in the two data sources. Such a result indicates that both participants has set their article choice to definiteness when producing definite article, yet they have not exhibited consistent results in producing indefinites.

With the adherence to 80% and higher accuracy as stated by Brown (1973) and Andersen (1978),

Table 1. The analysis results of definiteness from two data sources

No.	Participant	Data Sources	
		Forced-choice elicitation task	Observation
1.	Teacher 1	SOC the (92.5%) > \emptyset (77.5%) > a/an (75%)	the (92%) > \emptyset (70.8%) > a/an (70.7%)
		TLU the (83%) > a/an (69.8%) > \emptyset (58.5%)	
		UOC the (104%); a/an (82.5%); \emptyset (110%)	
2.	Teacher 2	SOC a/an (90%) > the (83.75%) > \emptyset (70%)	the (92%) > \emptyset (80.7%) > a/an (64.4%)
		TLU the (73.6%) > a/an (70.6%) > \emptyset (59.6%)	
		UOC the (97.5%); a/an (117.5%); \emptyset (87.5%)	

others).

In terms of indefinites, despite the slightly different results based on SOC measure of the items, the TLU measure attested that both participants generally produced *a/an* better than \emptyset . In contrast, the observation

Teacher 1 and Teacher 2 have acquired definite article *the* as suggested by the two sources. Such a result adheres to the suggested developmental patterns of non-native speakers of English both in L1 with articles and articleless L1 in which the accurate use of *the* occurred earlier than *a/an* (Huebner, 1983; Master, 1987; Lardiere, 2004; Robertson, 2000; White, 2003; Zdorenko and Paradis, 2008, among

data substantiated that both participants produced \emptyset more accurately than *a/an*. More importantly, UOC results pointed out that Teacher 1, despite instantiating *the* overuse or *the* flooding, omitted articles a lot more. Different from Teacher 1, Teacher 2 overused *a/an* rather than omitting articles. Therefore, based on the three measures, both participants attested variability in producing *a/an* and \emptyset . They are still facing difficulties in producing the two articles.

Based on the two data sources, Teacher 1 and Teacher 2 have not entirely marked definiteness in their article choice. They have encoded definiteness in their [+def] article choice. As previously pointed out, such a result of encoding definiteness in [+def] article choice is supported by previous studies claiming that *the* is acquired earlier by all speakers despite their L1s (Thomas, 1989). However, Teacher 1 and Teacher 2 have not encoded indefiniteness in their [-def] article choice since the uses of *a/an* and \emptyset were contrastingly different in the two sources of data. In addition, Teacher 2 instantiated more omission errors of *a/an* while Teacher 2 demonstrated more commission errors of overusing *a/an*. Such omission errors are more typically produced by L2 learners with articleless L1 (Thomas, 1989). Meanwhile the overuse of *a/an* produced by Teacher 2 in definite contexts can be further explained in the following elaboration since previous studies attributed such errors to specificity (IKW, 2003; Ionin and Wexler, 2004) or noun countability (Butler, 2002; Snape, 2008; Yoon, 1993).

Furthermore, as shown in table 2, the detailed analysis results supported the results that Teacher 1 could produce mostly accurate definite article in [+def, +spec] contexts in both data sources. Yet he still produced errors in such a context in as shown in both data sources indicating inaccurate marking of definiteness (Humphrey, 2007; Ionin, Zubizaretta, and Maldonado, 2008). In [-def, -spec] contexts, Teacher 1 produced *the* in the suppliance of \emptyset as seen in the task (40%) and in observation data (2.6% and 17.4%). He also produced *the* in the suppliance of *a/an* as shown in the observation data (9.3%). Such errors suggested incorrect indefiniteness marking (Humphrey, 2007; Ionin, Zubizaretta, and Maldonado, 2008).

Table 2. The detailed analysis results from two data sources of the first participant (Teacher 1)

Semantic-pragmatic contexts	Forced-choice elicitation task				Observation			
	[+def]		[-def]		[+def]		[-def]	
	[+spec]	[-spec]	[+spec]	[-spec]	[+spec]	[-spec]	[+spec]	[-spec]
Noun types								
Imaginable singular nouns	<i>the</i> (100%)	<i>the</i> (100%)	<i>a/an</i> (100%)	<i>a/an</i> (100%)	<i>the</i> (90%) <i>a/an</i> (2.8%) \emptyset (7.2%)	<i>the</i> (96.4%) <i>a/an</i> (3.6%)	<i>a/an</i> (60.7%) <i>the</i> (2.6%) \emptyset (24.8%)	<i>a/an</i> (80.4%) <i>the</i> (9.3%) \emptyset (9.3%)
Imaginable plural nouns	<i>the</i> (90%) \emptyset (10%)	<i>the</i> (100%)	\emptyset (80%) <i>the</i> (20%)	\emptyset (60%) <i>the</i> (40%)	<i>the</i> (100%)	-	\emptyset (57%) <i>a/an</i> (9.5%)	\emptyset (92.3%) <i>the</i> (2.6%) <i>a/an</i> (2.6%)
Abstract singular nouns	<i>the</i> (80%) <i>a/an</i> (10%) \emptyset (10%)	<i>the</i> (100%)	<i>a/an</i> (40%) \emptyset (50%) <i>the</i> (10%)	<i>a/an</i> (60%) \emptyset (40%)	<i>the</i> (100%)	<i>the</i> (50%) \emptyset (50%)	<i>a/an</i> (100%)	<i>a/an</i> (50%) \emptyset (50%)
Mass nouns	<i>the</i> (100%)	<i>the</i> (70%) <i>a/an</i> (10%) \emptyset (20%)	\emptyset (80%) <i>a/an</i> (10%) <i>the</i> (10%)	\emptyset (100%)	<i>the</i> (100%)	<i>the</i> (100%)	\emptyset (50%) <i>a/an</i> (50%)	\emptyset (82.6%) <i>the</i> (17.4%)

The detailed analysis results of Teacher 2 supported the previously stated result that despite her highly accurate production of *the* in [+def, +spec] contexts in both data sources, she still omitted *the* indicating inaccurate marking of definiteness (Humphrey, 2007; Ionin, Zubizaretta, and Maldonado, 2008). Furthermore, in [-def, -spec] contexts, she produced *the* in the suppliance of \emptyset as depicted in the task (40% and 30%) and in the observation data (12.5%). He also produced *the* in the suppliance of *a/an* as shown in the task (10%) and in the observation data (4.2%). Such errors indicated incorrect indefiniteness marking (Humphrey, 2007; Ionin, Zubizaretta, and Maldonado, 2008).

Table 3. The detailed analysis results from two data sources of the second participant (Teacher 2)

Semantic-pragmatic contexts Noun types	Forced-choice elicitation task				Observation			
	[+def]		[-def]		[+def]		[-def]	
	[+spec]	[-spec]	[+spec]	[-spec]	[+spec]	[-spec]	[+spec]	[-spec]
Imaginable singular nouns	<i>the</i> (90%) <i>a/an</i> (10%)	<i>the</i> (100%)	<i>a/an</i> (100%)	<i>a/an</i> (100%)	<i>the</i> (91.8%) <i>a/an</i> (0.9%) \emptyset (6.8%)	<i>the</i> (50%) \emptyset (50%)	<i>a/an</i> (53.5%) <i>the</i> (4.2%) \emptyset (31%)	<i>a/an</i> (87.5%) \emptyset (8.3%) <i>the</i> (4.2%)
Imaginable plural nouns	<i>the</i> (100%)	<i>the</i> (100%)	\emptyset (80%) <i>the</i> (20%)	\emptyset (60%) <i>the</i> (40%)	<i>the</i> (91.7%) \emptyset (4.2%)	\emptyset (100%)	\emptyset (77%)	\emptyset (87.5%) <i>the</i> (12.5%)
Abstract singular nouns	<i>the</i> (50%) <i>a/an</i> (40%) \emptyset (10%)	<i>the</i> (60%) <i>a/an</i> (30%) \emptyset (10%)	<i>a/an</i> (90%) \emptyset (10%)	<i>a/an</i> (70%) <i>the</i> (10%) \emptyset (20%)	<i>the</i> (100%)	-	<i>a/an</i> (100%)	<i>a/an</i> (100%)
Mass nouns	<i>the</i> (100%)	<i>the</i> (70%) <i>a/an</i> (10%) \emptyset (20%)	\emptyset (80%) <i>a/an</i> (10%) <i>the</i> (10%)	\emptyset (60%) <i>the</i> (30%) <i>a/an</i> (10%)	<i>the</i> (100%)	<i>the</i> (100%)	\emptyset (60%) <i>a/an</i> (20%) <i>the</i> (20%)	\emptyset (100%)

In terms of noun countability, both participants demonstrated that in [+def, +spec] contexts, the NP containing abstract singular nouns contributed to omission errors as depicted in the use of \emptyset in the task (10% for both participants). Such a result is in line with White (2009) that the omission errors indicate noun misidentification as a result of L1 transfer (Schwartz and Sprouse, 1996; Sarko, 2006; Kadaryanto, 2010; Al-Zahrani, 2011). More importantly, in [-def, -spec] contexts of the task, omission errors produced by both participants were also evident in the NP containing abstract singular nouns.

Conclusion

Based on findings and discussions, it can be concluded that the two Indonesian teachers, teacher 1 and teacher 2, have acquired definite article *the* in their L2 article choice as suggested by both forced-choice elicitation task and observation data. However, they showed variability in the production of indefinite articles of *a/an* and \emptyset . Such variability in producing *a/an* and \emptyset indicates that the production of indefinite articles are evidently more elaborate than that of the definite article (Andersen, as cited in Kadaryanto, 2010, p. 14). Yet such results are not in line with Ekiert's finding (2005) that intermediate and advanced learners only misuse *a/an* at early stages of acquisition.

In reference to the two data sources, the semantic-pragmatic context of definiteness contributed accurate use of *the* and *the* overuse or *the* flooding (Huebner, 1983; Master, 1987) to teacher 1's article choice. Such a context also contributed accurate use of *the* to teacher 2, yet it also contributed *the* underuse. Such results adheres to the results of the previous studies claiming that accurate use of *the* occurred earlier than *a/an* as the suggested developmental pattern (Huebner, 1983; Master, 1987; Lardiere, 2004; Robertson, 2000; White, 2003; Zdorenko and Paradis, 2008, among others). Furthermore, definiteness also conflates with specificity and noun countability, i.e. abstract singular nouns in particular, resulting in commission errors (Hiki, 1991. Butler, 2002; White, 2009; Kadaryanto, 2010).

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ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT AT HULU SUNGAI SELATAN, SOUTH KALIMANTAN

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Nani Hizriani

Abstract: This research is conducted to find out the efforts, supports and also obstacles obtained by certified English teachers in Hulu Sungai Selatan to pursue their professional development. The subjects of this research are 35 English teachers from Hulu Sungai Selatan. Specifically they are teachers from Islamic Secondary Schools (MA, MTs) who have been certified. Questionnaire, and in depth- interview were used to gather the data. The result showed that there are three kinds of efforts done by the teachers to pursue professional development, namely Ongoing development, developing through reading and further study and further development. In addition, the research found that there was a little support given from the headmaster and school related to teachers' professional development. The obstacles faced by English teachers were also varied among others, they found difficulties to access new information and internet since they lived in remote areas, few seminar or workshop hold in HSS and no fund provided to join national workshop or enroll postgraduate study.

Keywords: *Professional development, Efforts, Supports, and Obstacles*

Teachers have an important role in pupil academic achievement. Studies in different countries find that qualified teachers are a major determinant of student achievement (Darling-Hammond, 2000, OECD, 2001). OECD study (2001), for example, concluded that the ability of education and training systems to respond to growing expectation from the society for a better education for their people depends on whether teachers have the ability to deliver the educational content in ways that meet this growing expectation. It is quite common to find that the focus of educational policy makers is to increase teachers' quality. This will ensure that teachers' qualification is adequate while at the same time improving the teachers' salaries and working conditions. This in turn will attract best people into the profession. Teacher certification is an attempt to reach these ends. In Indonesia, a nation-wide program of teacher certification was started in 2006 with a target of certifying around 2.3 million elementary and secondary teachers in 2015. With this large-scaled certification program, all teachers in Indonesia will eventually be certified by 2015.

To be certified, teachers should acquired four key competencies; pedagogical competency, personal competency, professional competency, and social competency. The certification, as formally stated in the law that governs it, has the objective to increase the quality of education. However, the questions still come up after the teachers gained their certification. Do they become better teacher? Do they keep pursuing their professional development and many more. The previous research done by Fahmi, et al (2011) showed that the certification program is not always followed by teachers' better performance in professional development as well as in improving students' performance.

As one of developing regencies in South Kalimantan, Hulu Sungai Selatan has grown rapidly. This regency is also famous as one of tourists' destination in Indonesia. Many people are interested to learn English for improving themselves. There are some universities offer English education department. This fact also influence the number of English Teacher in HSS. Some of the teachers have been certified. Those findings encourage the researchers to find out the effort, support and also obstacle obtained by certified English teachers in Hulu Sungai Selatan to pursue their professional development. The researcher expect that this proposed study will shed the light on what teachers do after received the certification which improve their living standard economically. This study aims to find out the efforts have been done in order to pursue professional development, supports that have been given to pursue professional development and the obstacles and possible solutions of continuing professional development.

Research Method

This qualitative research takes place in Hulu Sungai Selatan, Kandungan, South Kalimantan. The subjects are English teachers from Hulu Sungai Selatan. Specifically, they are teachers from Islamic Secondary Schools (MA, MTs) who have been certified. From 16 MTs and 3 MA in HSS, there are 35 English teachers joined this study. The instruments used are questionnaire, and in depth-interview. The purpose of the questionnaire is to gain the data about teachers' background, experience, and effort to improve professional development. The in-depth interview is used to cross check all data obtained from questionnaire and also to dig deeper about the issues about the support and obstacle in pursuing the professional development.

Findings

Efforts to Pursue Professional Development

In seeking professional development, one cannot rely on their teaching experiences. Therefore, teachers need to do something if they want to be professional teachers. Theoretically, there are some ways to pursue professional Development such as joining a workshop or seminar of related subject, enrolling in post-graduate study, comparative study, peer observation teaching, writing in academic journal and joining professional association (MGMP). They are categorized into three aspects namely, Ongoing development, development through reading and further study and further development. The result of the research is as followed;

Ongoing Development

Ongoing development during work at school is important for professional advancement, from the questionnaire and interview, it is found that the respondents did these following activities;

Personal reflection

Most of respondents, 80% or 28 teachers answered they did personal reflection toward their teaching, thinking about what have happened in their lessons, thinking about the strenghts and weaknesses of their teaching, the reasons and how to do it differently and make it better. However they did this reflection spontaneously which is easy to forget. Actually personal reflection can be done by more organised ways such as keeping journals which record teachers' thought about their teaching and their students, or by recording themselves during teaching process.

Collaborative discussion with colleagues

From 35 respondents, all of them said that they have ever done informal discussion with their colleagues, they shares their problems and successes to their peers in the same school. Most of them said about the benefits of doing this activity such feeling comfortable, finding a solution to the problem, and finding a new teaching idea. In spite of this, the frequency of collaborative discussion is limited due to a number of teaching hours.

Peer observation

Feedback from other colleges is very important so that teachers can see their teaching and do something to make it better. Unfortunately, when being asked about this, none of the teachers do peer observation. They said that it is not part of school regulation so that they did not want to be bothered by doing it. Another reason is that they do not feel comfortable when other teacher see them teaching and then criticize them. They do not want to be criticized.

Students Feedback

This research found out that it is fairly unusual for teachers to ask their students for feedback on their teaching. Although the respondents agreed that feedback from students would be useful to improve their teaching, all respondents said that they never ask for any feedback from their students because they have a fear of losing face and undermining their authority

Development Through Reading and Further Study

Reading Professional Literature

All respondents answered that they read many reading materials. However, reference books about teaching English are very limited in their school libraries and a public library. They also tried to find current issues in teaching English through the internet. Nevertheless, the access could be time-consuming and the information may not be very reliable such as the information from blog.

Enrolling in a related post-graduate study

Out of 35 participants in this study, it was found that only one person who was doing post-graduate study but not in related field of study. This person is studying bahasa Indonesia instead. She said that she has to go to Java or at least Palangkaraya for master degree in English education. Due to that reason, she chose to study Bahasa Indonesia.

Joining a workshop/ Seminar

Attending workshop or seminar to pursue professional development is not only common for teachers but also practical. However it was not the case for English teachers in HSS. When they were addressed with the question about whether or not they join a seminar or workshop for the last one year, 83% teachers or 29

respondents answered they did not join any workshop or courses at all. They mentioned the reason because no workshop and courses for their related subject in HSS and it is difficult to follow seminar/ workshop out of town due to time limitation. Some of them answered that they are certified teachers and they need no workshop or seminar anymore.

Further Development

Joining professional association

90% of the teachers participated in this study said that they joined professional association called MGMP. MGMP meeting is held every other weeks. However, they did not attend the meeting regularly. They said that MGMP is good and give new knowledge, but, they chose to do something else instead of attending MGMP meeting.

Sharing techniques and Methods

English teachers of HSS are seldom to hold workshop or seminar by themselves or their association. The workshop usually was conducted by other institutions. They did share the techniques and methods in teaching English informally through regular meeting at MGMP

Writing in academic journal

This study found that writing in academic journal is one of the ways in professional development that is the least to do by the teachers. All the teachers participated in this study never write any article nor publish it in an academic journal. They said that they are not used to writing article or writing the research report let alone publish it.

Action Research

Doing action research will help teachers to develop awareness of their teaching and improve their professionalism. Based on the answer given by the teachers participated in this study, most of them did classroom action research last year as it is the program from Kemenag in HSS area. They have already done two cycles, however, this classroom action researches did not finish. After doing two cycles, they did not know what to do and how to analyse the data gained. The supervisor for the CAR pointed by the program also did not give any valuable input to finish the CAR. As a result, none of the teachers did proper action research.

Comparative study

When being asked about comparative study, most teachers answered that they never join a comparative study in a sense that they compared what they do in their teaching job with other school or teachers during last year. If the school where they are teaching hold a comparative study (they call it a study tour) to other schools, it is not a real comparative study. It was only a tour and usually for the administration purpose only.

Supports Given to Pursue Professional Development

The second question probed in this study is about the support given to the teachers to increase professional development. The support here can be from the head master, and school. The research found that there is no support given from the headmaster and school related to teachers' professional development. The teachers said that the headmaster never ask them about how the teaching process in class. What the headmaster concern is that the attendance of the teachers. As long as the teachers come and teach, the headmaster would not say anything. Moreover, there is no rule applied in school which can stimulate the teachers to boost their professional competence such as peer observation or doing research. If the teachers want to join the workshop or seminar they must pay themselves. School has no fund allocation to send teachers to workshop or seminar.

Obstacle And Possible Solution of Continuing Professional Development

There are some obstacles in continuing professional Development found in this study such as:

- a. Some of teachers are teaching in remote areas, finding difficulties to access new information and internet – there should be a comprehensive policy on human resources especially working condition
- b. There are not many seminar or workshop hold in HSS and with 24 hours obligation to teach, it is hard for teachers to go to other town to join workshop – there should be involment from government institutions to support MGMP to hold seminar on language teaching
- c. No fund provided to join workshop or enroll in postgraduate study - there should be support from other institutions to give teachers scholarship , invite them to conference

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STUDENTS' NOTICING OF CORRECTIVE FEEDBACK ON WRITING (Case Study for Low Learners)

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Abstract: This study investigated low-proficient students's notices towards teacher's indirect corrective feedback that focused on lexis, grammar, and content. Observation on the students' noticing towards the revised versions of the essay and interviews to six subjects were conducted to reveal the phenomena. This study revealed that low-proficient students were weak in noticing errors, failed to recall their knowledge, tended to make unintended changes in processing the feedback, guesses the problem, reordered the sentence, rephrased the sentence structure by using simpler words, and avoided the use of the complicated words, and removed the idea when they got difficulties in revising the sentence.

Keywords: *Noticing, Corrective Feedback, Writing*

In an L2 writing classroom, students often make occasional errors on some language aspects, i.e., grammar and lexis. In response to this matter, teachers occasionally provide corrective feedback (CF) prior to the students' errors in writing. The underlying assumption for giving CF is that it supposes to help students notice their errors and, subsequently, produce the correct forms. Based on teaching practices the researcher's own experience, a series of questions are frequently posed by colleagues whether all the students noticed the CF given. Importantly, the researcher was also curious on how students process the feedback she provided.

Formerly, feedback on written production becomes the hot issue in SLA since Truscott (1996) initiated a debate over the effectiveness of error correction. He strongly argued that, contrary to its commonly perceived, error correction is actually ineffective and even harmful for the students' writing. Contrary to the Truscott's idea, Ferris (1999) advocated that feedback is beneficial for students to improve the quality of their writing. It is confirmed that students who are given corrective feedback have greater self-correction abilities than those who get no corrective feedback.

To date, although some recent studies reveal that corrective feedback can be effective (e.g., Bitchener, 2008; Bitchener & Knoch, 2008; Sheen, 2007), extensive reviews of the available empirical research conclude that the findings about the efficacy of corrective feedback are mixed and thus inconclusive (e.g., Hayland & Hyland, 2006; Russell & Spada, 2006; Truscott, 2007). The contradictory findings may be attributed to some critical factors and variables being overlooked or underplayed, and that one of these variables may be students' preferences and noticing strategies. In most of the research studies, the subjects are perceived as passive receivers of corrective feedback, presupposing a direct feedback-effect relationship (e.g., Bitchener, Young and Cameron, 2005; Chandler, 2003; Polio, Flek and Leder, 1998; Sheppard, 1992), but in fact it seems that students have their own unique beliefs about corrective feedback and that, based on these beliefs, they have developed a set of strategies to notice the feedback.

Schmidt (1990) defines noticing as subjective experience and one's ability to report such experience. In this point of view, noticing entails a certain level of awareness, and such awareness is necessary for language learning to take place. As a conscious process, noticing may enable students to carry out a comparison of what they have learnt in the input and what they can actually produce on the basis of their current interlanguage systems (Cross, 2002). This process, known as noticing the gap, has been asserted as an essential step of second language acquisition in which noticed discrepancies can prompt interlanguage restructuring by kicking off a process of comparison and integration (Gass, 1988). However, the question on to what extent students use noticing strategy remains unclear. This is due to the fact that students' noticing is regarded as an internal process and cannot be observed directly. It requires a high degree of inference from observation of behavior (Schmidt, 1990).

This study attempted to explore in greater depth on how low-proficient students (henceforth abbreviated LPSs) noticed the gap between their incorrect forms and the target language forms given by the teacher. Particularly, this present study was aimed at examining the noticing strategies used by the student in processing indirect corrective feedback. In this study, the term noticing was defined as the process of attending consciously to linguistic features in the input, while a noticing strategy was defined as the way how students noticed and responded to a mismatch or gap between some aspects of language.

Methods

This study is qualitative in nature. Two methods of data collection were used for data collection: observation on the subjects' composition and in-depth interviews with the subjects. To get the valid data, this study employed two observers. First, subjects were required to write a 750-words argumentative. Afterwards, the lecturer provided indirect corrective feedback focused on the three aspects of language: lexis, grammar, and content. Then, the subjects were assigned to diagnose and correct the errors. To trace the evidence of subjects' noticing and their strategy in noticing of the corrective feedback, the researcher and a colleague analyzed the subjects' revision and compared it with the teacher's feedback. The interviews were intended to identify the subjects' noticing strategies they actually used upon receiving the corrective feedback. Six subjects were individually asked to describe in their own words how they had experienced the corrective feedback they had received.

Findings and Discussions

In most cases, the low-proficient subjects (LPSs) seemed to face difficulties when they processed the indirect corrective feedback that was especially related to contents. Most of them found it difficult to resolve the error in this aspect as they did not know which part was weak or needed to be revised. They had no exact clue to help them process the feedback. In addition, due to the lack of knowledge in grammar and lexis, most of the feedback in these two aspects was also not successfully resolved. In other words, most of the low proficient subjects had difficulties to optimize their noticing strategy in processing the indirect corrective feedback. The example below describes how the subject noticed the teacher's indirect corrective feedbacks towards grammar.

Teacher's Feedback : They just teach the students so ^(g) go home in the last
time of class }^c (unclear sentence, I don't get the point! may you
change the underlined phrase!)

Student's Correction: They just teach the students and back in finishing
time

The excerpt shows that the subject had two errors in grammar and content. The teacher underlined the phrase "so go home in the last time of class" to indicate that the subject made a grammar error. The error made the sentence meaningless. The subject actually wanted to say that teacher's job was relatively simple since the teacher was only in charge of teaching. Then, he was free to go home after the class was over. However, the way the subject expressed this message was not clear. After feedback was given, the subject knew the error and changed the sentence by adding the conjunction "and", but she still missed the verb in the second phrase. When it was crosschecked in the interview, the subject claimed that she knew she had made an error, but she did not know what the correct one was. However, she did the revision because the teacher had put an underline in the sentence. She said that when noticing the error errors, she preferred to change all the words rather than corrected the error being indicated because replacing the whole words was easier for them than correcting the error indicated. It can be concluded that the subject had less noticing in the area of grammar. She did not want to think hard with the error. Further, after receiving the feedback, the subject made only a minor change on the content. She tried to simplify her thought by dividing the original sentence into two more specific ideas. The result of interview also supported this analysis. She knew that the sentence was poorly constructed, but she did not know which part should be corrected since the teacher only gave a sign of feedback tallied out of the margin.

The example excerpt below shows how the subject rewrote her sentence based on an indirect corrective feedback given by the teacher in the aspect of lexis.

Teacher's feedback : If ^v teacher mastery⁽¹⁾ all of those elements,
he ^v easier to teach and know the best
element⁽¹⁾ will to teach their⁽¹⁾ students.

Revised version : If the teacher have all of those elements in
her/his own self, he/she can teach the students
effectively and know the best way to teach the
students

The revised version in excerpt above shows that subject failed to resolve the problem concerning the word "mastery". However, she was successful to resolve other two cases "the best element" and "their". In the first case, the subject failed to change the word "mastery" into "master". She then tried to replace it with the word "have", but "have" did not agree with the subject.

The data on the excerpt below is used to analyze how the subject noticed the indirect corrective feedback given by the teacher in the aspect of contents.

Teacher's Feedback : They just teach the students so ^(g) go home in the last
time of class }^c (unclear sentence, I don't get the point! may you
change the underlined phrase!)

Student's Correction : They just teach the students and back in finishing
time

In the sentence above, the subject faced the problem with the clarity of the content. From the revision she made "They just teach the students and back in finishing time", it was obvious that formerly the subject tried to understand the feedback attentively. She tried to revise the sentence although the revision was still poor. She admitted she got difficulties to convey her idea using a good sentence structure. She just tried to rewrite the sentence by using more simple words without paying attention to the grammar.

Conclusion and Suggestion

In a broader sense, this study has taken into account some evidence of the crucial role of noticing in processing indirect corrective feedback in writing as Schmidt (1990) points out. Noticing is a device that facilitates students to analyze errors on their own based on the feedback they receive. Noticing encourages students to be aware of the gaps or mismatches that exist and to reinforce them to use their own strategies, i.e., using comparison, connection, analysis, assumption, inquiry and so forth.

The findings, however, reveal that the subjects tended not to show all of the aforementioned strategies consistently. They seemed to ignore or make an unintended change in processing the corrective feedback. The student had less noticing towards errors and mostly failed to recall their knowledge. They tended to guess the problem, reordered the sentence, and rephrased the sentence structure by using simpler words and avoiding the use of the complicated words. They also preferred to remove the idea when they got difficulties to make correction. Shortly, the quality and quantity of subjects' noticing in processing the indirect corrective feedback depended much on their own language ability and prior knowledge.

Since noticing is crucial for processing the corrective feedback in writing, it is suggested that teachers increase the quality of students' noticing strategy, i.e., by involving the students in such collaborative writing activity with the teacher, peers, or groups.

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Biodata

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**INDONESIAN ARGUMENT STYLE: AN ANALYSIS ON THE WAYS
INDONESIAN WRITERS ARGUE FOR THEIR RESEARCH
PROJECT IN THEIR RESEARCH ARTICLE INTRODUCTIONS**

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Abstract: The introduction is a very important section in a research article (RA) because here the writers must argue for the importance of their research topic and their research project. This study is aimed at analysing Indonesian RA introductions written by Indonesian authors in the disciplines of social sciences and humanities particularly on the ways they justify their research topic and research project. A corpus of two hundred research articles in Indonesian were chosen (50 articles from each of the four disciplines) representing RAs in the field of social sciences and humanity. The analyses were conducted using genre-based analysis of text communicative purpose of 'move' and 'step'. The results show that PJP model is effective enough to capture macro and micro communicative units in the Indonesian RA introductions. Thus, the ways Indonesian authors justify their research topic and research project are different from the ones in English RAs by international authors.

Key words: *research article introduction, rhetorical structure, argument style*

Introduction

The introduction section of a RA carries some of persuasive value of the entire article; in this section the authors appeal to readers in order to accept that the research project which has been conducted and reported in the RA is important and useful (Hunston, 1994). There are two very important questions to be answered by the authors in the introduction section of RAs, namely: 1) why is the research topic important? and 2) why is the research project important? According to Swales (1990), in the context of international journal articles the first question can be answered by claiming that their research topic is important, interesting, valid, favorite, classic, has been investigated by many other researchers or by stating the knowledge or practice and phenomena related to the research topic. By so doing, RA writers appeal to potential readers to consider that their RA is worth reading. However, the success of such persuasive appeal may also depend on the writer's credibility in the eyes of the readers; the more credible the RA writers the more successful the persuasion will be.

The second question on the importance of the research in international journal article writing practices is normally answered by pointing at the gap found in previous research or in current knowledge about a particular research topic in order to establish a 'niche' for the present research (Swales, 1990 and 2004). According to Swales, this is usually done by negatively evaluating or critiquing items from previous research and there are four possible strategies of negative evaluation or criticism employed by RA writers: 1) when they disagree in some way with the results of previous research and want to dispute or challenge it; 2) when they find the results of the previous research lack validity and reliability; 3) when they want to answer a particular question arising from the previous research; and 4) when they want to look further at the development of a particular case.

The ways writers organize their ideas in RA introductions written in English have become a focus interest of scientific discourse studies recently. In Indonesia, studies on this topic have been conducted by several investigators, such as Safnil (2001), Mirahayuni (2002) and Adnan (2009). Safnil (2001) investigated the rhetorical structure of RA introductions written in Indonesian by Indonesian writers in economics, psychology and education and found that the discourse style of the RA introductions in the corpus of his study was different from the one in English as in the CARS model suggested by Swales (1990). According to Safnil, the differences are among other things, 1) the introduction sections of RAs in Indonesian have more 'moves' and 'steps' than the ones in English do; 2) Move 1 (establishing a territory) in the Indonesian RA introductions is mainly dealt with by referring to government policy to convince readers that the topic of the research project is important; 3) Move 2 (establishing a niche), probably the most important move in the RA introduction because

this is where the authors justify the research project reported in the RA, is addressed by simply saying that the topic or the problem is necessary or interesting to investigate.

Mirahayuni (2002) analysed the discourse style of three groups of RA introductions (20 English RAs by English speakers, 19 Indonesian RAs by Indonesian speakers, and 19 English RAs by Indonesian speakers) in the field of language and language teaching. Using CARS of Swales (1990) as a model in the analysis, she found differences particularly between English RA introductions by English native speakers (ENSs) and the one by Indonesian speakers (NNSs) in terms of the way they introduce and justify their research project reported in the articles. The ENSs refer to ‘the current state of knowledge and findings of previous relevant research’ (p:29) while the NNSs refer to a more practical problems occurring in the society. In other words, according to Mirahayuni, the NNSs intended their research project to deal with local problems and to be read by smaller scope of readership. Another difference between the two groups of RAs is the occurrence of ‘benefits of the study’ in the NNS’s RA introductions which is not found in the ENS’s RAs or in Swales’ CARS model.

A similar study was conducted by Adnan (2009) when he analyzed the discourse style of RA introductions in the discipline of education written by Indonesian speakers by using Swales’ CARS as a model. He found that out of twenty-one RA introductions in the corpus of his study, none of which fit the discourse style of English RA introduction as suggested by Swales (1990). The main difference, according to Adnan is on the occurrence of Move 1 (establishing a territory) in which the majority of Indonesian RA writers address the importance of their research topic by referring to practical problems experienced by common people or the government rather than by specific relevant discourse community. In addition, none of the Indonesian RA authors, as Adnan claims further, justifies his/her research project reported in the RAs by pointing at the gap or ‘niche’ in the results or findings of previous relevant studies as in Swales’ model of Move 2 (establishing a niche). Adnan proposes a modified model of ideal problem solution (IPS) to capture important discourse style of the Indonesian RA introduction sections especially in the discipline of education.

The studies of Safnil, Mirahayuni and Adnan as discussed above are very important in order to know how Indonesian academics of a particular discipline or group of discipline rhetorically write their RA introductions in Indonesian and publish in Indonesian research journal. However, these studies are mainly pioneering studies involving small number of RAs as sample of the study and suggesting a tentative rhetorical pattern of Indonesian RA introduction. The findings of these studies need to be reevaluated and confirmed by further studies with a larger corpus of RA introductions in the same or different field of discipline and in the same language. This is the main motivation for this study; in particular, this study is aimed at investigating the argument style of Indonesian RA introductions written by Indonesian academics published in Indonesian reserach journals in social sciences and humanities. The main questions addressed in this study are the followings:

- a) What communicative units are found in the introduction sections of Indonesian RAs in social sciences and humanities and published in Indonesian research journals?;
- b) How do Indonesian writers argue for the importance of their their research title or topic reported in their Indonesian RA introductions in social sciences and humanities published in Indonesian research journals?; and
- c) How do Indonesian writers argue for the importance of their research projects reported in their Indonesian RA introductions in social sciences and humanities published in Indonesian research journals?;

To answer the above questions, rhetorical analyses were conducted on the introduction sections of 200 Indonesian RAs published in Indonesian research journals in language studies, literature studies, social sciences and law sciences.

Method

The corpus of this study comprised of 200 Indonesian RAs taken from research journals in the fields of language studies, literature studies, social sciences and law sciences published in Indonesia. These articles were chosen to represent Indonesian RA genre in the field of social sciences and humanities. The distribution of the journals and the number of the RAs is summarized in Table 1 below.

Table 1: The Distribution of RAs in the Corpus of this Study

No.	Fields	Code	Number of RAs	Percentage
1.	Language studies	LGS	50	25%
2.	Literature studies	LTS	50	25%
3.	Social sciences	SOS	50	25%
4.	Law sciences	LAS	50	25%
Total			200	100%

Rhetorical analyses were done only on the introduction section of the RAs in the corpus of this study in order to answer the research questions.

In this study using Safnil (2001:82)'s definition, a communicative unit or move in the introduction section of the RAs is,

... a clause or a set of clauses or a paragraph which shows a clear indication of a specific identifiable communicative purpose, signaled by linguistic clues or inferred from specific information in the text. The communicative units or moves in a particular text together develop a set of communicative purposes relevant to the genre of the text.

The smaller communicative units in this study if found was considered as a sub-communicative unit or a Step. Thus a step in this study, following Safnil (2001)'s definition is,

[a] segment of a text containing a particular form rhetorical work necessary for realizing the communicative purpose of a Move. Steps are strategies for encoding communicative purposes. The steps are mostly signaled by linguistic and discourse clues in the text or are inferred from the context (p:83).

The decision on whether or not a segment in the text, such as a clause(s) or a paragraph(s) could be classified as a move or a step depends on whether or not the segment had a distinct and identifiable communicative purpose or function.

The processes of identifying communicative units in the introduction section of RAs were done following the procedures as suggested by Dudley-Evans (1994); these are: 1) looking for schematic structure by identifying clause borders; 2) using a clause or a simple sentence as a smallest unit of analysis, and 3) using an independent rater to validate the analysis. In details, the analysis processes went through the following steps; first, the title and sub-titles, the abstract and key terms in the RAs were read to get a rough understanding of the RA. Second, the whole RA was read to divide it into the main sections. Third, the introduction section of the RA was read to look for the available linguistic and discourse clues. Fourth, the communicative units in the introduction of the RA were identified by using the linguistic and discourse clues and by understanding of the text. Fifth, the common discourse style of the RA introduction was identified particularly on the 'niche establishment' (to use Swales's term). Finally, an independent rater was asked to do the same procedure on samples of RA introduction sections in order ensure a high inter-rater correlation of analyses results.

Results and Discussion

1. The Macro Structure of the Indonesian RA Introductions

Data analysis results reveal that the main communicative units found in the introduction section of Indonesian RAs in the discipline of social sciences and humanities are as presented in Table 2 below.

Table 2: The Main Communicative Units in the Introduction Section of Indonesian RAs

The Main Communicative Units in the PJP Model	Journal Disciplines				Total N=200
	Social Sciences n=50	Literature studies n=50	Language Studies n=50	Law sciences n=50	
Move 1 (Establishing shared schemata)	40	44	46	48	178
Move 2 (Establishing the research field)	50	42	48	47	187
Move 3 (Justifying the present research project)	16	28	18	25	87
Move 4 (Announcing the present research)	41	35	36	28	140

As can be seen in Table 2, the majority of the RA introductions in the corpus of this study have a Move 1, 2 and 4 while only some of them have a Move 3 although they vary in frequency between among different disciplines. This implies among other things that the PJP model as suggested by Safnil (2001) and used as a model in the analysis is applicable enough to capture the main communicative units in the Indonesian RA introductions in the field of social sciences and humanities. However, justifying the research project (Move 3) seems to be not very important for the Indonesian authors, at least not as important as establishing the shared schemata (Move 1), establishing the research field (Move 2) and announcing the present research (Move 4). One possible reason is that addressing some steps of Move 1 and Move 2, such as referring to the government policy,

identifying the research problem, and reviewing items from previous studies may have been considered convincing enough by the Indonesian RA writers to justify their research project reported in the article.

2. Justifying the Importance of the Research Topic

The second question in this study is how the Indonesian writers argue for the importance of their research topic. The data analysis show the result as presented in Table 3 below.

Table 3: The ways Indonesian Writers justify their Research Topic

The Writer's Ways of Justifying the Research Topic	Journal Disciplines				Total N=200
	Social Sciences n=50	Literature studies n=50	Language Studies n=50	Law sciences n=50	
A. Referring to the government policy	15	10	5	33	63
B. Identifying the research problem	26	34	33	28	121
C. Reviewing the current knowledge and practices	41	40	41	33	155

Table 3 shows that the majority of Indonesian authors support the importance their research topic by reviewing the knowledge and practices and/or identifying the research problem while some of them by referring to the government policy. It is also important to notice that, different from other disciplines, the majority of RA authors in Law sciences justify their research topic by referring to the government policy. This is different from Swales' CARS model in which 'referring to the government policy' and 'identifying the research problem' are not used to establish a research territory (Swales, 1990).

3. Justifying the Importance of the Research Project

The last research question addressed in this study is how the Indonesian writers argue for the importance of their research project reported in their RA introduction. The data analysis shows the results as presented in Table 4.

Table 4: The ways Indonesian Writers justify their Research Project

The Writer's Ways of Justifying the Research Project	Journal Disciplines				Total N=200
	Social sciences n=50	Literature studies n=50	Language studies n=50	Law sciences n=50	
A. Indicating a gap in previous studies	4	5	6	4	19
B. Claiming that the topic has never been investigated	3	4	4	-	11
C. Claiming that the topic is necessary to investigate	6	8	4	10	28
D. Claiming interest in investigating the topic	3	6	6	30	45

Table 4 shows that very few Indonesian RA authors justify their research project based on an evaluation result of previous relevant studies as it is commonly found in English RA introduction. According to Swales (2004), the English RA authors justify their research project by 'indicating a gap or adding to what is known' (p:230).

These findings are mainly similar to the one found in previous studies, such as by Safnil (2001), Mirahayuni (2002) and Adnan (2009) in which the majority of Indonesian RA authors support the importance of their research project reported in their RA introduction by using different rhetorical style. Evaluating other's work in order to establish a knowledge gap and to justify their research project, as it is usually found in English RA introduction, is not yet a common practice in the Indonesian RA introductions. There may be cultural and/or academic reasons for this style choice which need to be further investigated.

Conclusion and Suggestion

It can be concluded that: a) the majority of Indonesian RA introductions in the corpus of this study have a Move 1, 2 and 4 while only some of them have a Move 3; b) the majority of Indonesian authors justify their research topic by reviewing the knowledge and practices and/or identifying the research problem; and c) very few Indonesian RA authors justify their research project based on an evaluation result of previous relevant

studies as it is commonly found in English RA introductions (Swales, 1990 and 2004). It is suggested that when writing an RA in English, the Indonesian authors must modify their rhetorical style to match the one acceptable by English readers especially when justifying their research topic and project.

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THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE: WHAT EFL TEACHERS SHOULD KNOW

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Abstract: There are preconditions that make learning a foreign language possible such as sufficient exposure and opportunities to use the language. This is consonant with Chomsky's (1999) statement "..... language learning is not something that a child does; it is something that happens to the child placed in an appropriate environment". This study investigates an Indonesian child (a boy, aged 6 years) who learns English regularly by for example, watching his English movies from Cabled TV programs like *Disney Channel* and *Nickelodeon* and he frequently communicates in English at home, particularly with his only younger brother and mother. This is a longitudinal study in which the data was collected for 18 months (January 2001 - July 2002) by recording the child's spontaneous speech at home environment. The data was transcribed then analyzed to see the development of his English syntactic constructions: infinitival and sentential complements, relative clauses, and conjoined-clause constructions (Tomasselo, 2003; Diessel, 2004; O'Graddy, 2005). The findings of this study show that the development of these 3 types of sentence constructions is the same as that of English children. This phenomenon invites EFL teachers to provide their students with a lot of exposure to and opportunities to use English as much as they can.

Keywords: *foreign language, opportunities, exposure, practice, language development*

Introduction

In more than two decades the national-plus schools have been mushrooming and in Jakarta the number of this schools amounts to one hundred (Marshal, 2006). The schools usually use English and Indonesian as medium of instruction. The subject of this study is a boy, called Ray (aged 6;1). Ray lives with his Indonesian parents and his younger brother, Nara. Ray and Nara go to an elementary school - a national-plus school **High/Scope Indonesia** in South Jakarta. The school uses English and Indonesian as the medium of instruction, and the ratio of use between these two languages is approximately 70% English and 30% Indonesian. In addition, all extracurricular activities such as swimming, baseball, and arts are conducted in English.

Ray actively uses English inside and outside school since he is placed in an environment where people in this school community such as peers, teachers, school administrators, and school staff use English as the language for communication. It happens to be that Ray does not have friends at his age in his neighborhood and he does always meet his cousins and other relative who speak Indonesian. So, by chance, Ray rarely speaks Indonesian in his home environment; beside, Ray's got lot of exposure to English since regularly he watches to English programs such as quizzes and cartoon movies. In addition, his hobby is reading English books. Foley and Thompson (2003) and Moon (2000) stated that children in EFL setting may also enhance their learning of a foreign language as long as they live in a "community" where people in that community use English actively and these children feel comfortable in learning and using the language.

Theoretical Framework and Research Method

The objective of this study is whether his English learning adopts the universal principles of language acquisition as they are applied to English or not. There is a subsidiary question pertinent to the objective of this study: How this child developed his complex sentences, i.e. infinitival and sentential complements, relative clauses, and conjoined-clause constructions.

This study is in the area of language acquisition; it is based on a substantial naturalistic corpus of spontaneous speech on one subject (a boy named Ray) learning English in Indonesia. His speech was audio-recorded in 18 months when he was 6;1 to 7;7. When the data was taken he was in the first to second grader of Elementary National-plus school in Jakarta. The recording of his speech was mostly taken at home and other places such as the swimming pool, base-ball court, and during the trips to places like Malang, Bandung, and Malaysia. The data was taken by-weekly during the weekends. The data (collected in 18 months) was transcribed; then, each sentence construction was analyzed in three phases (January to June 2011, July to December 2011, and January to July 2012) to see how this child developed these complex sentences.

Research Findings and Discussion

The earliest complex sentences involving to-infinitives that English speaking children learn and use are sentences that use matrix *wanna + V*, *hafta + V*, *gotta + V*, *needta + V*, and *gonna + V*. Ray also used these

matrix verbs in his speech like *I wanna play, you hafta request, I gotta search the entire island, and I needta talk to Mom*. Unlike English children, Ray produced complex sentences involving *wh*-infinitival and sentential complements at the same time. He also developed a number of *wh*-infinitives just like the subject in Hakuta (1976) study, for example, *I know what to do, I teach myself how to make boomerang*. Later, he used matrix clause *I know* with other infinitive phrases starting with other question words other than *what* and *how* such as in *I know where to go, I know who to see*.

Later, Ray could produce complex sentences involving other matrix verbs think, guess, mean, wish, hope, say, and see. For example, *I think I'm going to die, I thought I left it, I guess, I lose, I mean baby pokemon not grow up, I wish I know, I wish you were reptile, I hope I can find this, Ayah said I can play anytime, See there is a wild goat*. At the end of this study, Ray could produce a complement that involves matrix *promise*, like *I promise you to speak English and you can record me*. Children up to the age of nine still misinterpret utterances employing the semantic principle or what C. Chomsky called Minimal Distance Principle (MDP) in which the subject of infinitive phrase *to speak English* is the closest NP *you* not *I*. In addition, Ray at this stage could produce complex sentences using matrix verbs *forget, look, remember, believe, seem, wonder, bet, and mind* like in *I forget today is Monday, Look what you have done, Remember you are the judge, I can't believe his eyes are fierce, It seems that you have to be on your own, I'm wondering If I can ask for help, I bet he is, D'you mind if I watch this?*

Relative clauses are problematic for English children; they have difficulties forming what Slobin (1973), Tavakolian (1981), MacWhinny (1999), and Tomasello (2003) called as center embedded clauses. For example, clauses that modify subject, like in *The man who stole my car ran away*. The earliest relative clauses that Ray produced were not center-embedded clauses like in *I'll get anything I want*. Like most English children, Ray also made some errors in constructing relative clauses. He missed the relative pronouns in most utterances that involve relative clauses like in *This is Jeff in here is taping from the ball contest*. Later he could use center-embedded clauses in his speech. It is used as independent clauses to respond to questions, like in Q: *Who is punk, Ray?* R: *Somebody who gives money to the bully*.

The earliest relative clauses produced by children were a "presentational relative constructions" (Diessel, 2004; Tomasello, 2003) which are formulaic and consist of pronominal subjects *That, This, There, and It*. Ray also produced such kind of relative clauses in his speech like in *This is professor Oak who give Pokeball, This is where I found Gym Leader, There was a witch who eats the girl*. In this process, Ray produced a number of embedded clause constructions like in *Everyone who has ticket will meet Crabby, the clown*. He even could produce relative phrases using present or past participles in his speech like in *The big wave coming destroyed the castle, There is a guy named Max Salome*.

There are two ways to construct complex constructions: those that involve coordination in which two independent clauses are linked in an equal manner and those that involve subordination, in which one clause (a subordinate clause) is to modify another clause (a main clause). However, the distinction between coordination and subordination is not so clear for young children (Tomasello, 2003). What children understand is there are clauses that are integrated, typically with connectives, to form conjoined-clauses. Bloom (1990), James (1990), and Diessel (2004) found that the first connective to emerge was *and*; and later, other connectives such as *because, but, and if* to make up conjoined-clause constructions.

In the beginning most of Ray's sentences are simple. However, he also produced multi-clause utterances that involved the connectives *and, but, because, and if*. Connective *and* is used in two kinds of utterances: non-conjunction constructions (Diessel, 2004) like in *I go to beach. I swimming* and multi functions of *and*-clauses, used in a variety of semantic relations (James, 1990; Diessel, 2004), as additive clause in *My toy is car and I love my toy*, as temporal clause in *I eat and my brother bought a "crash gear"*. Connective *but* is used once like in *I very, very angry but I forget you*. Connective *because* is used to introduce an isolated utterance as a response to a causal *why*-question in *Why do you like the book?* R: *Because cool*, while connective *if* is used in adverbial clauses in *If I friend with Titan, I want to play ball*.

English children acquire connectives when and before later than other connectives *and, but, and because* (Diessel, 2004). Ray used connectives when in some sentences like in *It don't work when he don't make strategy*, connective *before* in *before I change my mind I throw you up the junk*. *until* and *or* are two connectives produced later by children in Diessel's (2004) and Tomasello's (2003) studies. Ray produced these two connectives, *until* in *I train and train the baby Pokemon until become big* and *or*, in *Stay back or the lady will get hurt*.

In Diessel's (2004) and Tomasello's (2003) studies it was found that the connectives *because* and *so* appeared at the same time in English children's speech. In contrast, the emergence of the connective *so* was much later than *because* in Ray's speech. For example, *I should bring helmet, so I can't die*. Other connectives produced are *then* to signal temporal clauses in *We run, then we got back there, whether* in *I don't care whether is hot, wherever* in *I see wherever he come, and as* in *Do as I say*.

The uses of connectives to connect two clauses related semantically and pragmatically have developed in Ray's speech at the end of the study. Speakers do not always use connectives to link two clauses to make the

communication natural and effective. In some contexts, Ray omitted the connectives, and this is done appropriately. He omitted connectives *but* in *This is my best toys. I want to get more, because in You can't get in my room. I want to play band, and so in I'm getting hiccough. I'll get some water.* The last connective produced in Ray's speech is *or else* used as a warning or a threat like in *Nara, get down my dollies, or else!* All in all, Ray within 18 months produced 17 connectives to form conjoined clauses and this has proved that his development of English is tremendous.

Conclusion

Ray's development of English complex sentences is significant since within 18 months he could produce various sentence constructions accordingly. The findings of the study have proven that the acquisition of his English is similar if not the same as that of English children. Ray is a native Indonesian who learns English in a foreign setting, yet the process of English development follows the same path as that of English children. This is because there are liable universal principles apparently underlying this condition: innate capacity in a child's brain to learn any language in his environment, a child's prime time in learning language, sufficient exposure to and opportunities to use the language; and this is apparently applicable to the learning of language. I would like to suggest, therefore, that providing learners of English as a foreign language with exposure to and opportunities to use the language both inside and outside the classroom is essential since this is the main ground to acquire the language learned.

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A VIGNETTE ON REFLECTIVE TEACHING: POTENTIAL CHALLENGES FACED BY FUTURE ESP PRACTITIONERS

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Abstract: As ESP (English for Specific Purposes) is designed to meet specific needs of learners (Dudley-Evans & St. John, 1998), developing such a course will involve complex procedures of, as proposed by Hutchinson and Waters (1987), among others, Language Descriptions, Theories of Learning, and Needs Analysis. In line with this, Dudley-Evans and St. John (1998) claims that an ESP practitioner, thus, plays the roles as a teacher, course designer and materials provider, collaborator, researcher as well as evaluator. This paper presents a vignette based on teaching experiences gained from the course of ESP taken by six-semester students of an English Education Study Program. It will highlight some hindrances, in particular, met by the students in their project on ESP course design. The potential challenges faced by the students, as future ESP practitioners, in developing ESP courses will therefore be discussed. It is expected that the discussion will be of beneficial contribution to students wishing to work in ESP area, teachers of vocational schools, as well as lecturers of ESP-related courses on future practice of ESP as an approach to course design.

Keywords: *English for Specific Purposes, course design, reflective teaching*

English for Specific Purposes (ESP)

English for Specific Purposes (ESP), under the umbrella of English Language Teaching (ELT), was initially developed at the end of Second World War in 1945 as the response of expansions in science, technology and commerce which brought a consequence of English becoming the accepted international language. The growing number of people who needed to learn English in different fields, such as businessman who wants to be able to conduct business presentations, and engineers who needed to read manuals, etc, urged ELT practitioners to develop a course that meet learners' specific needs.

In its development, ESP is defined by Hutchinson and Waters (1987) as an approach to language learning, which is specifically aimed to meet particular needs of learners. Being *simply* an approach, ESP does not refer to a special form of language, grammar nor different form of language teaching. Rather, it is an approach to course designs that accommodate particular needs of learners.

Graves (1996b) proposed that developing a course includes a cycle of planning a course, teaching the course, and modifying the plan, in which teachers are believed to involve in the whole tasks. As ESP (English for Specific Purposes) is designed to meet specific needs of learners (Dudley-Evans & St. John, 1998), developing such a course will involve complex procedures of, as proposed by Hutchinson and Waters (1987), among others, Language Descriptions, Theories of Learning, and Needs Analysis. Besides, Graves (1996a) also listed the component of ESP course development framework as Needs assessment, Determining goals and objectives, Conceptualizing content, Selecting and developing materials and activities, Organization of content and activities, Evaluation and Consideration of resources and constraints (p. 13). In line with that, Dudley-Evans and St. John (1998) claims that an ESP practitioner, thus, plays the roles as not only a teacher, course designer and materials provider, but also collaborator, researcher as well as evaluator.

This paper describes the challenges faced by students taking ESP as university subject particularly in conducting project on course design.

ESP in the Curriculum

This part will describe the context of ESP as a course taught at university level. In English Education Study Program, Yogyakarta State University, ESP course has two credits and is taken by students in their sixth semester. The class is usually attended by between 40 and 50 students. In terms of the background knowledge of students, before taking ESP subject the students took subjects such as Sociolinguistics, TEFL Methodology, English Instructional Technology, and School Curriculum Development that supposedly support students in understanding theories learned in ESP subject. Meanwhile, some other similarly supporting subjects, such as Materials Development and Language Assessment are taken in the same semester.

Referring to the course outline, this course is one of the units in ELT series leading to the effort to develop the students' language awareness through the teaching and learning activities covering the cognitive, affective, and psychomotoric domains. As an integral part, this course has the aim to provide knowledge on English Language Teaching Programs for specific purposes based on the needs theories for the learners.

Besides, this course is aimed at providing skills in designing programs on English for Specific Purposes whether for the needs of occupational or general schools and creating an attitude to give an emphasis on the learner and the practical needs of learning English. Another aim of this course is to provide experiences and exercises in specific vocabulary for specific discipline. This course covers practical experiences in fieldworks, lectures on theories covering the topics of the background of ESP, the development of ESP, learners' needs analysis, various approaches in ESP, a review on ESP syllabi, and the writing of material development.

Transferring the course description to the reality, in ESP class that I taught, I decided to divide the syllabus into two major themes, namely discussions of theories and workshops. The ultimate goal is that I can bring into the classroom the real life experience of designing ESP courses. To achieve this, I designed a syllabus that focused more on the workshops than the discussions of theories. The previous academic year experience in fact showed that focusing more on the theory discussions would not be enough to give ample opportunity for students to come up with their course design.

Topics covered in discussion sessions include basic concepts as What is ESP? and The Development of ESP. Meanwhile, fundamental topics in framework of ESP course design such as ESP as an Approach, Conceptualizing Content, Formulating Goals & Objectives, Needs Analysis & Assessing Needs, Organizing the Course (syllabus design), and Materials Development and Evaluation were integrated into the workshops. By so doing, the concepts and theories can thus be applied into students' projects immediately after they have been discussed.

During the workshops, the students work in groups of 4-5 members, in which they will stay for the whole project. As some topics need a follow-up outside classroom, they need more than one meeting to complete. For example, the topic of Needs Analysis and Assessing Needs took 3 meetings for students to come up with the result. The first meeting was allocated for a discussion of the concepts, followed by students' work on a brief description of the target learners and a list of interview questions for the Needs Analysis process. The meeting was followed by students' project outside classroom to conduct Needs Analysis by interviewing and or observing the target learners. In the next meeting, students presented the result of the interview and observation and received feedback from the class and lecturer. Finally, in the last series of meeting the students handed in the final draft of the Needs Analysis, shared their experiences to class and reflected upon what they did during Needs Analysis process based on the guiding questions.

Reflective Teaching: Challenges in Designing ESP course

The result of students' final project reveals that conducting workshops comprising a brief discussion of the concepts and theories directly followed by students group work potentially assists the students to manage how to apply the concepts into the practice. However, from the students' work as well as students' questionnaires, it is indicated that students still had difficulties mostly in formulating goals and objectives, designing syllabus, and developing materials, which are elaborated as follows:

A. Determining Goals and Objectives.

This part of the project was considered tricky by students in that they needed to carefully distinguish goals from objectives before they conceptualized the information of 'What do learners need to learn?' into particular goals and objectives. Some students found that the objectives they suggested seemed too general. As a consequence, the workshop should firstly focus on distinguishing the goals from the objectives before students formulate the appropriate goals and objectives of the course.

B. Designing Syllabus.

Designing syllabus, or referring to Graves' (2000) term as Conceptualizing Content, involves work as considering the background information of the learners, such as who the learners are, what they want to learn, what they need to learn, what to include and what not to include in the course. The work thus can be seen as the basis to the whole arrangement of the course.

The challenging part of designing syllabus was when students dealt with selecting, adapting and putting the language focus in appropriate sequence. Also, determining course duration, the number of meetings, and matching what learners need to learn with their language proficiency seemed to be demanding tasks.

C. Developing Materials

As ESP course is designed to meet particular needs of learners, it appreciates self-developed materials more than commercially available ones. Consequently, ESP course designers should always be ready with materials that suit the learners' background. This implies that students need to get themselves familiar with topics relevant with any professional fields despite being not specialists in such fields. Students in fact admitted that collecting texts containing relevant topics in learners' field, as engineering, medicine or bussiness, and searching for specific terminology in those fields were laborious process in that in some situations they should

further adjust the texts with learners' level of proficiency once they came across topic-relevant texts. To deal with this, I would suggest that students be given training in exploring topic-relevant texts and specific terms and collocations used in learners' target situations. Students may also be encouraged to discuss with stakeholders in learners' workplace, for example their manager or supervisor, to find out any language focus and texts that learners need to master and can thus be included in the materials.

Conclusion

In an effort to prepare students to be ESP practitioners in the future, ESP as a subject taught at university is supposedly designed to bring real life experience for students to develop English courses that meet specific goals of learners. This paper has showed in which parts of the course development process students found obstacles. In line with that, based on my teaching reflection, some implications are worth considering for the next teaching learning process. First, applying a framework of course development suggested by Grave (1996a) helped students to have a clear procedure to conduct the project. Second, students needed more trainings to put the concepts into practice, especially in formulating the goals and objectives, organizing the contents to produce a syllabus and searching for suitable materials that fit learners' needs. This implies that most of the sessions should be devoted more to workshops than to discussions of theories, and steps in the framework may be broken down into smaller scale of tasks. Finally, referring back to the concept of ESP as an approach, not having its own language, methodology nor a specific form of language teaching, students themselves and I believe that success attained in ESP class results from supports from the teaching learning process in other subjects, such as TEFL Methodology, Materials Development, and Sociolinguistics in Educational Contexts. Thus, integrating the notion of ESP in such subjects is well worth considering.

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A STUDY OF THE ENGLISH READING HABITS OF EFL STUDENTS OF BATURAJA UNIVERSITY

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Abstract: This study investigated of the English reading habits of EFL students OF Baturaja University in 2013. The data were collected through a questionnaire survey and interview validation. The questionnaires were distributed to 542 EFL college students of Baturaja University in Ogan Komering Ulu, South Sumatra. Based on the statistical analysis of the data only a few of them are identified to have time to read English text. They read because of the need of their subjects. They also have difficulties to have English reading sources in their hometown. It can be concluded that most of Baturaja University EFL students do not indicated to have good English reading habits.

Keywords: *Reading habit, EFL students*

As one of the basic skills of language, reading is no doubt a means of gaining knowledge and information. In the process of reading, we receive information through the eyes, discriminating letter shapes, associating the letter with language and associating the text with meaning (Brown, 2004:22). Most of information is presented in written language such as manual book, newspaper, magazine, internet, and so on. Although there are many televisions that ease human to receive the information, they do not provide more practices for our brain.

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

The purpose of this study is to describe the reading habits of a group of EFL learners. Findings from this study will provide insights into the reading behaviors of these students as well as help raise awareness on the role of reading toward the achievement of academic success.

One significant area where learners' preferences influence their learning can be seen in reading. In any academic or higher learning context, reading is perceived as the most prominent academic language skill for all second and foreign language learners (Noor: 2011). The EFL students read English for some purposes, i.e. for school assignments, for pleasure, and for knowledge and English skills improvement. Their positive belief about reading does not motivate them to read English for pleasure; rather, it is school assignments that appear to be their biggest motivation.

METHODS

The respondents for this preliminary study were 542 undergraduate students at English education study program, Faculty of Teacher Training and Education, University of Baturaja. There were 319 female and 233 male respondents of ages that ranged between 17 - 20 years old (Table 1). These students were enrolled in an English Proficiency program, which is a required course offered by the English education study program.

Table 1: Profile of Respondents

1. Gender -	319 Males
	223 females
2. Range of age -	17 - 20 years

The respondents were also required to rate themselves in terms of the four language skills (Table 2). Comparison of the findings revealed that a majority indicated that they were good in all the language skills. However, it was quite alarming that some learners considered themselves poor, especially in writing. This finding could indicate that these learners would need additional assistance practice with their writing skill. Most importantly, educators would need to identify which areas in writing are problematic and to then provide sufficient practice to enable these learners to write better.

Table 2: Self Assessment of language Skill

SKILL	EXCELLENT	GOOD	POOR
SPEAKING	100	375	67
READING	300	182	60
WRITING	80	152	310
LISTENING	400	133	9

The questionnaire used for this study was the Metacognitive Awareness of Reading Strategies Inventory (MARSI) (Mokhtari & Reichard, 2002 cited in Noorizah, 2011), which was designed for measuring adolescent and adult students' awareness and use of reading strategies while reading academic or school-related materials. The questionnaire was divided into two parts: i) demographic questions pertaining to the reading habits and preferences of the EFL learners ii) the statements reflecting the metacognitive strategies. This study focuses on the information in the first part of the questionnaire. The researcher distributed the questionnaire to the students in class. While the subjects answered the questionnaire, the researcher remained in the classroom to respond to any queries the subjects may have had in regards to the questionnaire. Upon completion, the researcher collected all answered questionnaires. Data of the study was analyzed using descriptive statistics where frequency counts were tabulated and converted to percentages.

Findings and Discussion

Table 3 presents information on the time spent on reading per day by the EFL learners.

Table 3: Time spent per day on Reading

READING TIME	NUMBER	PERCENTAGE
Less than one hour	141	26
1 – 2 hours	208	38.4
2 – 4 hours	123	22.7
More than 4 hours	70	12.9

Reading frequency is an imperative aspect related to reading. When students read frequently, they expand their vocabulary and world knowledge while simultaneously enhancing their reading skills and strategies. On the other hand, if they do not practice their reading, then the ability of refining their skills and strategies is lost (Brown, 2008). Furthermore, reading frequency and reading attitude are closely linked as students who have a positive attitude toward reading would read more often and vice versa.

Unfortunately, the measure of reading frequency in many studies focused on the amount of time spent on reading. Research on investigating the number or length of the books read has been minimal and inconclusive. Thus, more research can be conducted to fill in the gaps as to identify an accurate correlation between reading frequency and reading achievement.

1. Types of reading materials preferred

The reading materials preferred by the EFL learners (Table 4) were textbooks (542), newspapers (542), internet material (540), magazines (33), reports (30), and instruction materials (29).

Table 4: Types of reading materials preferred by EFL learners

TYPE OF READING MATERIAL	NUMBER	PERCENTAGE
INTERNET MATERIALS	540	99.6
E-MAILS	35	6.5
TEXT BOOKS	542	100
DICTIONARY	455	83.9
NOVELS/STORY BOOKS	16	3
JOURNALS	25	4.6
NEWSPAPERS	542	100
MAGAZINES	9	1.7
REPORT	20	3.7
INSTRUCTIONAL MATERIALS	22	4.1

In an academic context, it would be expected that the learners would focus more on their course or text books. However, the data revealed that the textbook was the third type of reading material preferred by the

learners. This evidence could imply that learners now have a wide range of materials to select to read as they have access to a wide variety of reading materials, either in printed or digital form.

The findings from this study indicated that the first type of material preferred by the students was internet materials. If online literacy is taking over the traditional literacy world, then educators, writers, researchers and software programmers would need to engage with each other to develop online materials which can accommodate the students' reading behaviours and habits. This is evidence that computers and the internet have become part and parcel of college students' lives where not only is it used for academic purposes but as a social networking tool. An interesting finding from this data revealed that 523 of the undergraduate learners enjoy reading story books and novels. This finding expresses a positive association attitude toward reading of enjoyment with printed text establish a positive attitude toward reading where despite the academic demands placed upon graduate learners, they still make the time to read fiction type materials.

2. Reason for reading

Table 5: Reasons for reading

REASONS FOR READING	TYPES OF MATERIAL	PERCENTAGE	Language preference
Study	Dictionary (542)	100	English
	Textbook (542)	100	
	Journal (542)	100	
	Instructional material (20)	33.7	
	Internet material (542) Report (542)	100	
	Novel/story books (6)	1.1	
Pleasure	Magazine (540)	6.5	First language
	Email (522)	99.6	
	Newspaper (455)	83.9	
	Novel (523)	96.7	

In terms of reasons for reading, this study identified two reasons cited for reading: pleasure and study. The type of materials used for study includes dictionary, textbook, instructional material, internet material, report and story/novels. This finding could imply that the materials associated with academic work would be regarded as important for study. Whereas those cited for pleasure reading include magazines, emails, newspapers and novels. These types of reading material do not require much processing as the others cited for study. Thus, learners are more relaxed and feel comfortable reading these materials in a leisurely manner.

3. Preferred language to read

It was interesting to discover that the reading materials the EFL learners read for pleasure were consequently read in the first language. On the other hand, those identified as materials read for study would be read in English. One possible explanation for this occurrence could be based on lack of fluency and vocabulary. By reading such texts, learners may have a chance to make acquaintance with the culture of the target language, which is apprehended as a constructive factor in second language learning.

In line with Mckool (1998), Children who came from homes where voluntary reading was promoted had parents who read aloud to them, modeled reading themselves for recreational purposes, recommended good books, and discussed books at home that they and their children were reading. It was also discovered through these same interviews that students who were in schools where they were given opportunities to read self-selected materials and were given access to materials that they were personally interested in reading were more likely to engage in voluntary reading than those in classrooms where these practices were not evident. This study also found that caution should be taken when relying on external rewards to motivate and promote voluntary reading.

Conclusion and Suggestion

Overall findings of the study reveal that the EFL undergraduate learners read different types of reading materials, have different reasons for reading as well as demonstrated language preference in reading. The results of this study are consistent with findings from other studies (Noorizah, 2011, Iftanti, 2011) that The EFL students read English for some purposes, i.e. for school assignments, for pleasure, and for knowledge and English skills improvement. Their positive belief about reading does not motivate them to read English for pleasure; rather, it is school assignments that appear to be their biggest motivation. Based on the statistical analysis of the data only a few of them are identified to have time to read English text. They read because of the need of their subjects. They also have difficulties to have English reading sources in their hometown. It can be concluded that most of Baturaja University EFL students do not indicated to have good English reading habits.

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PROFESSIONAL DEVELOPMENT IN INTEGRATING TECHNOLOGY INTO TEACHING AND LEARNING: EFL TEACHERS' PERSPECTIVES AND EXPERIENCES

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Abstract: Technology development in the beginning of 21st century has provided exciting opportunities for language teaching and learning. Despite the gradual growth in the use of technologies by language teachers, integration of technology into language classroom pedagogy still seems to be fairly limited (Guichon & Hauck, 2011 cited in Karabulut, 2013). The purpose of this study was to investigate English teachers' perspectives on their professional development and technology experiences they participated in and whether or not the professional development they participated positively affected their classroom practice. This research employed mixed method design integrating quantitative and qualitative approaches by using open-ended and close-ended questionnaires. The quantitative data from the close-ended questionnaires were analyzed descriptively. The qualitative data from open-ended questions were identified, named, and categorized to do the analysis. The findings indicated that teachers perceived the professional development training they received had positive impact on their instructional activities and that integrating technology into classroom was considered crucial in this era. Despite the overall positive feelings associated with their professional development experiences, the participants also highlighted a number of challenges or difficulties, one of which had to do with the unavailability of technology facilities at their work environment.

Keywords: *Technology, Teacher Professional Development, Perspectives, Experiences*

Introduction

Technology development in the beginning of 21st century has changed not only the way classroom appear but also necessitates a change in how students learn. As Khine (2001) cited in Top (2007) pointed out that the fast and continuous developments in the areas of computer and communication technology in the last two decades fuel further development and changing the nature and practices in any kind of education. In this context, there is a trend in educational system to integrate technology into all levels of education. Therefore, it is advocated that teachers need to have skills to effectively integrate technology into their instructional practices. Unfortunately, evidence suggests that technology is often poorly integrated with other classroom instructional activities. Factors impacting teachers' technology integration and use have been fairly well investigated within the educational literature (Al-Senaidi, Lin, & Poirot, 2009; Beek, Jung & Kim, 2008; Ertmer, 2009) cited in Karabut, 2013). Ertmer (2009) classified barriers to technology integration into two main categories: external and internal. External barriers to technology integration are described as "being extrinsic to teachers and include lack of resources, insufficient time to plan instruction, and inadequate technical and administrative support. Internal factors, on the other hand, are directly related to teachers and include beliefs about teaching, beliefs about technology, established classroom practices and resistance to change. Factors impacted language teachers' technology integration among others are lack of time, availability of resources, institutional support, peer support, technology teacher training, professional development, students characteristics, technical skills and daily computer use, and pedagogical beliefs. Lack of time is cited as a major barrier for technology use in instruction by teachers for three reasons: (1) lack of time in and out of the classroom; (2) lack of time to identify and/or create resources and teaching materials; and (3) lack of time to learn of practice new technologies.

Teacher professional Development Program related to the technology integration is therefore crucially needed. Professional development in educational technology is important mainly for two reasons. First, in-service teachers who received their degrees in the past probably did not have chance to receive any training during their teacher preparation program. Second, technology-computer technology in particular-changes so fast that it forces teachers to continually learn innovative ways to use technology that will enhance their teaching. The main aim of this study was to investigate the school English teachers' perceptions and attitudes of technology, technology integration processes into their lessons, and the way they use technology for professional development.

Methodology

The design of this study consisted of a mixed method approach. The mixed method approach combined the collection and analyzing of both qualitative and quantitative data (Cresswell, 2003). The data were collected through semi-structured questionnaire. The open ended questionnaire was categorized and qualitatively analyzed. The close-ended questionnaire was analyzed quantitatively using descriptive statistic. There

questionnaires consisted of three parts. The first part of the questionnaire was the combination of open and closed-ended questions which was used to gather baseline information of the participants' overall perceptions of the impact of professional development on teaching practice. There were two sections in the questionnaire. The first section required the participants to answer a number of questions that elicit some information on their background such as their age and the length of teaching experience. The second section of the questionnaire comprised a combination of closed and open-ended questions that were designed to bring forth the participants' responses on the experiences with professional development programs attended and their perceptions of the improvement to their teaching practice. The second part of the questionnaire comprised questions used to identify factors that relate to teachers' willingness to integrate technology into the classroom instruction. Teachers were asked to respond to questions concerning their personal concerns, attitudes, beliefs and pedagogical behaviors as they considered using technology integrated instruction in the classrooms. The data collected would be essential in providing an outline for professional development that would enhance the use of technology in more of today's classrooms. The questionnaire was designed to be taken in one meeting and to last only 10 to 15 minutes. The pre-existing questionnaires were used in this study including Teachers' Attitude Toward Information Technology Integration (TAT) which was developed for the study of the effects of informational technology integration education on the attitude of teachers (Christensen & Knezek, 2000). This instrument was designed to measure teacher attitudes toward informational technologies such as internet use, multi-media technology resources, and other technology resources integrated into classroom instructions. The third part of this questionnaire is designed to identify teachers' self-analysis of the stage of concern when integrating technology into the classroom instruction. The instrument was based on the Concerns-Based Adoption Model (Loucks, Newlove, & Hall, 1975 as cited in Holloway, 2012). The participants this study were 10 English teachers from various secondary schools in Banjarmasin chosen by using random sampling method.

Results and Discussion

The questionnaire was completed by ten teachers from various secondary schools in Banjarmasin. The first information of the questionnaire had to do with the teachers' general description of age and years of teaching experience and teacher professional development experience.

Table 1: Teachers' Profiles and Years of Teaching Experience

Teachers' age	Numbers of Teachers	Teaching Experience	Number of Teachers
20-30 years old	3	Less than 5 years	0
31-39 years old	5	5-10 years	6
40-49 years old	1	11-20 years	3
50-59 years old	1	More than 20 years	1
Above 60 years	0		
Total	10	Total	10

The data obtained on the teachers' age and teaching experience as presented in Table 1 suggest that the participants were mostly adult teachers with the short period years of experience.

The next section of the questionnaire dealt with the teachers' responses on the experiences of professional development programs attended and their perceptions of the improvement to their teaching practice.

Figure 1: Teacher Professional Development Experience

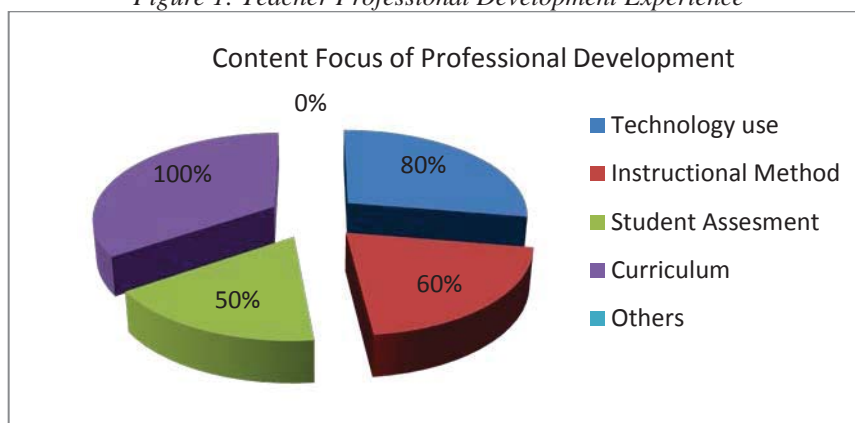
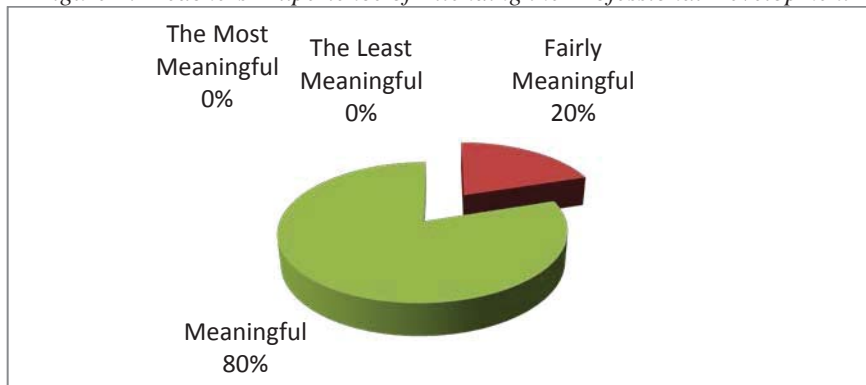


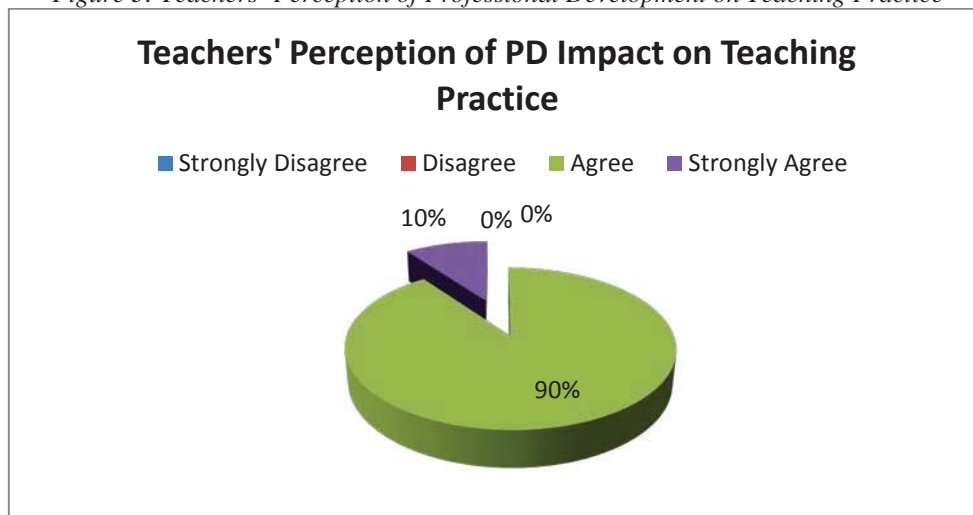
Figure 1 above shows several professional development programs that the teachers participated. The figure indicates that all teachers had involvement in the professional development programs. As it is shown in the figure, the teacher training on curriculum and technology use were the most attended programs.

Figure 2: Teachers' Experience of Attending the Professional Development



In relation to the teachers' experience of attending the professional development, the majority of the teachers perceived that the programs attended were meaningful that the programs learned could be applied in their teaching practice.

Figure 3: Teachers' Perception of Professional Development on Teaching Practice



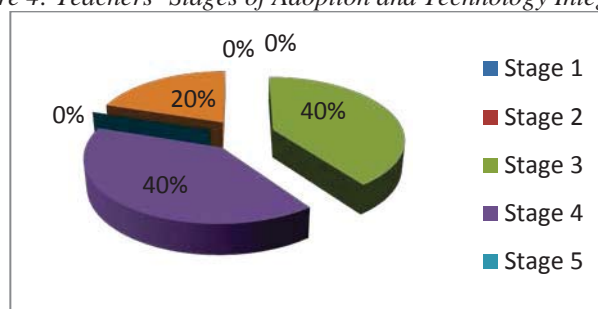
The figure indicates that 9 out of 10 participants believed that their professional development experiences had some positive impact on their teaching practice. The responses gathered from all participants also concluded that they were motivated to practice the knowledge and skills they got from the professional development programs attended. However, despite the overall positive feelings associated with their professional development experiences, the participants also highlighted a number of challenges or difficulties. The major challenge was the availability of facilities at schools. The participants considered that the knowledge and skills learned from the program could not be applied due to the lack of facilities available at schools.

The second part of the questionnaire was related to the teachers' experiences with computers and their personal concerns, attitudes, beliefs in integrating technology into the classroom instruction. The first part of the questionnaire provided information on how the participants rated their experience with computers. The data indicated that the majority of the teachers (8 out of 10) used computer applications like word processing, spreadsheet, etc and for instructions in the classroom. This suggests that the teachers were literate with computer applications and were able to use them for achieving their instructional purpose. Related to frequency of using computers for their instructional activities, 9 out of 10 stated that they only used computers occasionally and they spent approximately 2 to 3 hours per week in the classroom. The data indicated that computers were not the main instructional media for the teachers. The data concerning with the types of training that the teachers received showed that almost all of them had received training on computer applications and computer integration. Most of the teachers received the training from self-taught and schools they worked at.

The data on teachers' perception on the use of internet, multimedia, and technology resources for instructional purposes indicated the positive trend shown by the teachers.

The last part of the questionnaire addressed concerns with the connection between teachers' stages of concerns as it relates to their own personal comfort level with using technology and their willingness to integrate technology into their classroom instructional practice.

Figure 4: Teachers' Stages of Adoption and Technology Integration



As indicated in the figure above, 40% percent of teachers positioned themselves at stage 3; 40% was at stage 4; and 20% was at stage 6. The data suggest that 40 % of teachers perceived themselves that they were aware and had good understanding of the process of technology in their instructions and could think of specific tasks in which it might be used. Another 40% of teachers stated that they felt confidence in using different types of technology for specific tasks and felt comfortable using the existing technology. The other 20% of teachers felt that they could apply what they knew about technology in the classroom and were able to use it as an instructional tool and integrated into curriculum.

Conclusion

This research study identified that teachers' professional development had a positive impact on teaching practice. This finding implies that professional development for teachers is important to ensure high quality of teaching. In relation to teachers' perspectives and experience of technology integration in the teaching practice, the data revealed that teachers considered technology was important to be one of instructional media in the classroom and that they had high degree of confidence in integrating technology into their classroom practice. However, lack of facilities provided in their school was considered to be the major challenge they faced in the technology use. The findings suggest that the provision of facilities is necessary to support the betterment of teaching practice at schools.

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PROFESSIONAL TEACHER: WHAT, WHO AND HOW

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Abstract: nowadays, becoming teacher is not as easy as cooking noodle, teachers confronted with a mixture of expectation. Based on law no. 14 of 2005 about teacher and lecturer, teacher should be professional educators whose main duties are to educate, teach, supervise, train and evaluate learners. As professional educator, teacher should have four competencies. From competencies they know what their duties are. Moreover teachers are acknowledged by colleagues, students, parents and school principal. The heavy description make teachers should consider their selves to be a professional teacher. This paper describes definition of professional teacher, who considered as professional teacher, what elements that contributes the teacher professionalism and how to be a professional teacher. Therefore, as a teacher, they have to know who they are, they have to know what they should do and how to reach their professionalism.

Keywords: *professional teacher, professionalism, professional competence*

Introduction

According to undang-undang guru dan dosen no. 14, 2005 teachers are professional educators whose main duties are educate, teach, train, and evaluate learners. Therefore they have to improve their capacity as educator such four competencies; pedagogic, personal, social and professional. As profession teacher has professional task in the open society, same with other professions. Villegas (2003:7) stated that one of the key elements in most of these reforms is professional development of teacher; society are finally acknowledging that teachers are not only one 'variable' that need to be changed in order to improve their educational system but they are also the most significant change agent in this reform. This double role of teacher in educational reforms (being both subjects and objects of change) makes the field of teacher professional developments growing and challenging area. Teacher responsibility is not only on their duties as educator but also they have to responsible in social responsibility. Brown (2007) stated that your roles as as a social responsible teacher serve to highlight the fact that you are not merely a *language* teacher; you are much more than that. You are an agent of change in the world in desperate need of change: change from competition to cooperation, from war to peace, from powerless to empowerment, from conflict to resolution, from prejudice to understanding. Thus, this paper describes various characteristics of professional teacher and how to reach that predicate.

Professional teacher

In Indonesia teacher is profession. Therefore they have to be professional. Professional means a person qualified and employed in one of the profession (hornby, 1995). Government has reviewed Indonesian teachers' role and characteristics. The teacher roles and characteristics are written in teacher and lecturer law (undang-undang guru dan dosen) no. 14, 2005states that teachers are professional educators whose main duties are educate, teach, supervise, train, asses and evaluate learners. Teacher, therefore, have to posses standard academic qualification, set of competence, professional certificate, good mental and physiccil health and skills to achieve national goal which is to bring education that can produce intellectual competitive Indonesian human capital (equitable, qualified and relevant with the needs of local and global commmunities).

As professional educator, teacher should have four competencies, namely; pedagogic competence, personal competence, social competence and professional/academic competence.

Pedagogic competence relates to possessing high knowledge of the filed of their study background. For example, English teacher have to be a good at their macro skills such as listening, speaking, reading and writing and at their micro skills such as vocabulary, grammar, pronunciation, spelling, and so on. While Syahrudin et.al (2013) as cited in Ahmad (2014) pedagogic competence refers to performance, knowledge and skills in teaching and learning. It includes teachers' ability to manage the teaching and learning process from the preparation to the assessment stages. Indonesian government also define teacher's pedagogic competence as understanding of basic education, students, curriculum development, lesson plans, teaching and learning process, learning assessments and students potential development. Aristasari and jatisuryanto (2014) in their paper conclude that pedagogic competence is a competence that focuses on the knowledge and the ability to construct or assemble teaching resources.

Brown (2001) mentions the characteristics of a good teacher in term of pedagogic competence as teacher's ability to:

- a) Has a well thought out, informed approach to language teaching;

- b) Understands and uses a wide variety of techniques;
- c) Efficiently designs and execute lesson plans;
- d) Monitor lesson as they unfold and makes effective mid-lesson alteration;
- e) Effectively percieves students' linguistic needs;
- f) Gives optimal feedback to students;
- g) Stimulates interaction, cooperation, and teamwork in the classroom;
- h) Uses appropriate principles of classroom management;
- i) Uses effective, clear presentation skills;
- j) Creatively adapts textbook material and other audio, visual and mechanical aids;
- k) Innovatively creates brand- new materials when needed.
- l) Uses interactive, intrinsically motivating technique to create effective tests and lesson.

Personal competence deals with the way teacher behave. It focuses on good commitment, discipline, trustworthiness, accountability towards duties and so on. As additional explanation Rido (2013) enlighten personal competence as teachers' ability to: a) be well organized, concious in meeting commitments and dependable; b) be flexible when things go awry; c) maintain an inquisitive mind in trying out new ways of teaching; d) set short-term and long term goals for continued professional growth; e) maintain and exemplifies high ethical and moral standards.

While social competence refers to the social, emotional and cognitive skills and behaviour that teacher need for social matters. It is a term to describe the teachers' knowledge of how to interact with their colleagues, student cultural differences and its sensitive to students' cultural tradition; b) enjoy people, shows enthusiasm, warmth, rapport, and appropriate humor; c) value the opinion and abilities of students; d) be patient in working with students with lesser ability; e) cooperate harmoniously and candidly with colleagues; f) seek opportunities to share thought, ideas, and techniques with colleagues.

The last competence is professional competence. It concerns with having skills on teaching strategies which include (1) planning syllabus, lesson plan, material, media, assessment etc (2) managing teaching and learning process, (3) conducting assessment of the process of teaching and learning.

Related to the four competences above, there are some criteria for professional teacher are follows (smith, 1996:2) as cited in Huriyah (2014)

1. Having the talents, interest, call the soul and idealism
2. Having commitment to improve educational quality of faith, piety and noble character
3. Having academic qualifications and educational background in accordance with its assignment
4. Having the competence

In relation to teachers' duty, we can imagine how heavy they are. They have to modify lesson plan, personal short and long term plan, make sense of and attending classroom events, improvise teaching, solve classroom problem, and promote interaction. They are managers, facilitator, and demonstrator in the class. Besides, they are the role models in the community, the greatest motivators for the students, the contributor of the education policy, and the representative of the schools for professional and scientific networking. Further they acknowledged by colleagues, students, parents and school principal. Rido (2013) stated that to be called professional teacher must show their outstanding qualities and roles because they are the benchmark of educational excellence.

All the explanation about teachers' competence and what are the characterictic of professional teacher, now is the right time to self-correction, am I professional teacher? Have I done all my duty? Do I want to change the view? The entire questions raise and the answer should in teachers' mind. After all explanation hopefully Indonesia has much more professional teacher.

Conclusion

Teacher has obligation to enhance his professional competence because teacher as a professional in the open society. The competence should be owned by professional teacher namely; pedagogic, personal, social and professional competence should be implemented in the reality. The teachers' heavy duty makes them ready to be professional teacher. After knowing all characteristics of professional teacher, know how to implement the characteristic in the real situation, we will have much more professional teacher spread out all over Indonesia. And it will make Indonesia to be education country.

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PRESENTING ESP USING AUTHENTIC MATERIALS

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Abstract: There are three types of competencies of the graduates of *Sekolah Tinggi Pertanahan Nasional* which can be mapped. They are administrative, legal and technical competencies. The first two are mostly carried out in *Bahasa Indonesia* while the last one, technical competency, is usually written in English. The use of English can be seen in the Instruction Manuals of the measuring instruments. Technically they are called SURVEYING instruments. From the above needs analysis, English for Specific Purposes (ESP) is to be taught to students of the above institute. This is due to the fact that the graduates, sooner or later, face the newest surveying instruments in their work. Therefore, authentic materials are supposed to be able to make the students aware of the importance of learning English as it is closely related to their work. Besides, the students know the real life use of the English language. In other words, it can be said that the authentic materials are able to prevent the learners' artificial language use. The authentic materials can also make other skills promoted (Berardo, 2006:61)

Keywords: *manual, authentic materials, ESP*

Introduction

The present condition of the students of *Sekolah Tinggi Pertanahan Nasional*, (hence forth STPN) or The National Land Institute, Yogyakarta is that most of them are civil servants. They are mostly Diploma One (hence forth D I) graduates. They used to get English for six years during their formal schooling, yet, they did not get English in their D I course. At least there was a three-year stop of learning English. During that time of newly selected civil servants, they usually stopped learning English as they were busy with their office work before they went to Diploma Four (hence forth D IV) level. In other words, they had stopped learning English for at least three years before they went to the D IV study program.

Needs analysis was carried out to get the map of competencies. Besides questionnaires, talks to colleagues was also done for the above purpose as cited in Richards and Burns (2012: 180). From the needs analysis it can be seen that there exist three competencies which should be mastered by the graduates. Those competencies are administrative, legal and technical competencies. The first two are carried out in *Bahasa Indonesia*. The administrative competency such as, letter writing, writing a report, either financial report or other activities, designing a program, is done using *Bahasa Indonesia*. The legal competency is another example. The ability of filling out the 201 Form, in which in the agrarian context it is popularly called *Daftar Isian 201* or DI 201, is also done in *Bahasa Indonesia* as this form tells about *Riwayat Tanah* or the story of the piece of land from time to time such as who the previous land owner was. The technical competency is and can be done in English. The ability of comprehending the manuals of the surveying instruments is badly required since there is no *bahasa Indonesia* translation being used in those instrument manuals. Therefore, the manuals will be and should be the authentic materials to be taught to the above mentioned type of students as when they come back to their offices later, they will have to face those problems.

Literature Review

In *World Englishes*, Indonesia is in the expanding circle out of the other two circles which are respectively called the inner and the outer circles. The inner circle represents countries in which English is spoken as a native language and the outer circle is the place of the countries of which English is communicated as a second language whereas the expanding circle is the location of countries where English is their foreign language (Kirkpatrick, 2007).

The above statement implies that authentic materials, which will be presented to students, constitute the actual use of the language. They will learn how English is used and communicated in its actual setting. There may be challenging technical vocabulary in the teaching and learning materials.

Authentic materials, as its name indicates, formerly, '**authentic texts**' were defined as those which were designed for native speakers: they were 'real' texts designed not for language students, but for the speakers of the language in question (Harmer, 1991:185-88). However, Nunan and Miller (1995)¹ states that authentic materials are those which were not created or edited expressly for language learners. The above statement

¹) <http://www.lmp.ucla.edu/lp/Introduction.pdf>

implies that anything as long as designed not for learning languages can be considered as authentic materials. The manuals of the surveying instruments are, analogically, the application of the real life use of English as the students, later on, will have to read and do as the manuals want.

Method

A two-cycle classroom action research is applied to improve the students' mastery of comprehending the manuals. The steps taken are planning, acting, observing, and reflecting (Wardhani and Wihardit, 2008: 2.4).

Findings

Based on the problem identification, the first meeting was writing the present tense form since the students are going to learn how something is done. This was done because they will encounter with the texts dominated by imperatives or the present tense forms. They will be observing how the tripod is set up. The results will be used to determine the planning of the research. The work was still general English. There was no technical vocabulary at all. They mostly wrote *write, buy, say, sleep, play run* and so on. The teaching scenario was then built. This can be in the form of relevant teaching materials. The next step was acting. At this step the materials were presented while also observing the students and asking what difficulties they might have. From the observation it was found that the new technical verbs seem to be strange to them. The verbs are *undo, spread, set, loosen, tighten*. There were also technical words which they never met before such as tripod, tripod legs, tripod shoes, strap screws and so forth.

The reflection was done as the 'new' verbs attract them and the new vocabulary challenge them as students whose work would be dealing with those type of operating digital surveying instruments. The next step was operating a theodolite by setting it on the tripod. From the observation and reading the results of their work, they develop their own vocabulary needed for that type of work- operating a theodolite. The new words they used are *rotate, alignment, leveling screw circular level, plate level, centering, shoot, target*, and so on. The final scores of the students joining the English class are 22,5 per cent got A; 27,5 per cent got A/B; 35 per cent got B; 12,5 per cent got B/C; and the rest, 2,5 per cent got C.

Conclusion

Authentic materials are motivating besides challenging as they are expressed in the real use of the language. For the ESP students, the authentic materials are attracting, as well as motivating since they are close to their future work. The students were enthusiastic to know and to do the practice by seeing the picture of a theodolite through a power points. They enjoyed the class. They had a discussion though they did it *bahasa Indonesia*. It is very common that sometimes the students of ESP know more than the instructor or the teacher does as the materials reflect their work later.

Sometimes, however, the structure of the language is difficult to understand. To grasp the structure of the language need some time for the teacher to prepare. Besides, the culture contained in the text does not really reflect the students' culture. This is due to the cultural differences. The technical vocabulary should be one of many challenging problems to overcome. In other words, the teacher teaching ESP needs enough teaching preparation to obtain the optimal result.

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THE RELATIONSHIPS AMONG TEACHER EFFECTIVENESS, SELF-EFFICACY AND ACADEMIC ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS IN THREE UNIVERSITIES IN PALEMBANG

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Abstract: This current research investigated the relationships among teacher effectiveness, self-efficacy and academic achievement of English education study program students in three universities in Palembang with 110 teacher samples and 329 student samples. Three questionnaires were used to measure three independent variables and cumulative GPA was used to measure dependent variable. The hypotheses were tested by using Pearson Product Moment, Multiple Linear Regression, Independent Sample T-Test and Anova One Way. The result revealed that teacher effectiveness as perceived by the teachers themselves added to teacher effectiveness and self-efficacy as perceived by their students related significantly towards students' academic achievement ($R = 0.694$) with the contribution of 48.2%. The results also revealed that there was a significant difference in terms of teacher effectiveness as perceived by the teachers themselves and as perceived by their students; there was no significant difference in terms of gender and study duration towards students' self-efficacy; and there was no significant difference in terms of gender but there was a significant difference in terms of study duration of the students towards students' academic achievement. Therefore, it is suggested that future studies investigate the relationships of other factors which may contribute to students' academic achievement.

Keywords: *teacher effectiveness, self-efficacy, academic achievement*

In global era, the competition in the job market including in the area of English teacher training and education is getting harder than before. In Indonesia, English Education Study Program students as candidates of English teachers should prepare themselves with qualified competencies as required by the regulation of the Ministry of National Education of Republic of Indonesia no. 16/2007 in order to be effective teachers in the future and eventually be accepted in the job market.

Furthermore, in order to gain the qualified competencies, they also should have high self-efficacies because it affects his/her judgment, performances and efforts when he/she deals with a challenge (Bandura, 1986). The students not only need qualified competencies and high self-efficacy but also need such a professional help from effective teachers who also have certain competencies themselves (Gourney, 2007).

The problem was many students were not ready facing high competition in the job market because of their inadequacies in getting the competencies (Hidayat, 2006; and Ihsan, 1988). Furthermore, their own efficacies were also still low (Respati & Prastomo, 2008). These inadequacies in those aspects make them difficult to compete in the global era.

Previous research findings concerning the relationship between teacher effectiveness and academic achievement of the students were still debatable (Yusfardiyah, 2010; and Akiri & Ugborugbo, 2009). Moreover, previous research findings concerning the relationship between the students' self-efficacy and academic achievement of the students were also open ended (Jeng & Shih, 2008; and Ghonsooly & Elahi, 2011). Therefore, the researcher determined the following hypotheses. Ho1) Teacher effectiveness as perceived by the teachers themselves added to teacher effectiveness and self-efficacy as perceived by their students is not related significantly to students' academic achievement; Ha1) Teacher effectiveness as perceived by the teachers themselves added to teacher effectiveness and self-efficacy as perceived by their students is related significantly to students' academic achievement; Ho2) There is no significant difference in terms of teacher effectiveness as perceived by the teachers themselves and as perceived by their students; Ha2) There is significant difference in terms of teacher effectiveness as perceived by the teachers themselves and as perceived by their students; Ho3) There is no significant difference in resulting prediction models by involving gender, experience and study duration; Ha3) There is significant difference in resulting prediction models by involving gender, experience and study duration.

Methods

The four variables used in this quantitative correlational research were teacher effectiveness as perceived by the teachers themselves (TE_T), teacher effectiveness as perceived by their students (TE_S), self-efficacy as perceived by the students (SE_S) and academic achievement of the students (SAA). Study duration (semester), gender and experience were used as moderator variables.

The population of this current research was undergraduate teachers (lecturers) and students of English Education Study Program Faculty of Teacher Training and Education within the three universities in Palembang – Sriwijaya University, University of PGRI Palembang, and University of Muhammadiyah Palembang consisting of 110 teacher samples and 329 student samples.

The data for this current research were obtained by using a measure of TE_T and a measure of TE_S based on a model of attributes of effective teachers suggested by Barnes and Lock (2010) and based on the response scale adapted from Bandura (2006) with some modification. The data for this research were also obtained by using a measure of SE_S based on a model of children's self-efficacy suggested by Bandura (2006) with some modification conducted by the researcher to respond the slightly different culture between Indonesia respondents and the original ones. The validity and reliability of the instruments were 0.932, 0.983, and 0.907 respectively.

Findings

The relationship between teacher effectiveness as perceived by the teachers themselves added to teacher effectiveness and self-efficacy as perceived by their students and students' academic achievement was 0.694. Furthermore, the relationship was considered significant because the probability value was 0.000 which was lower than the alpha level ($0.000 < \alpha 0.05$). Therefore, null hypothesis (H_01) was rejected and alternative hypothesis (H_a1) was accepted. The contribution of teacher effectiveness as perceived by the teachers themselves added to teacher effectiveness and self-efficacy as perceived by their students towards students' academic achievement was 48.2%. In this case, unexplained factors were 51.8% ($100\% - 48.2\%$).

T-obtain of teacher effectiveness as perceived by the teachers themselves and as perceived by their students were bigger than t-table ($15.090 > 1.965$). The significance was lower than the alpha level ($0.000 < \alpha 0.05$). Therefore, null hypothesis (H_02) was rejected and alternative hypothesis (H_a2) was accepted.

F-obtain of teacher gender were 3.145 which were smaller than F-table ($df 1 = 1, df 2 = 108$) = 3.929 and the probability value was higher than the alpha level ($0.079 > 0.05$). It can be concluded that there was no significant difference in terms of gender towards teacher effectiveness as perceived by the teachers themselves. F-obtain of teacher experience was 2.171, while F-table ($df 1 = 3, df 2 = 106$) was 2.690. The probability value was higher than the alpha level ($0.097 > 0.05$). Therefore, it can be concluded that there was no significant difference in terms of experience towards teacher effectiveness as perceived by the teachers themselves. F-obtain of gender towards self-efficacy as perceived by the students was 58.703 which was bigger than the F-table ($df 1 = 3, df 2 = 327$) = 3.870 and the probability value was lower than the alpha level ($0.000 < 0.05$), therefore, it can be concluded that there was significant difference in terms of gender towards Students' self-efficacy. F-obtain of study duration (semester) towards students' self-efficacy was 4.213 which was bigger than the F-table ($df 1 = 3, df 2 = 325$) = 2.632 and the probability value was lower than the alpha level ($0.006 < \alpha 0.05$). Therefore, it can be concluded that there was significant difference in terms of study duration (semester) towards students' self-efficacy. F-obtain of gender towards academic achievement of the students were 3.869 which were smaller than the F-table ($df 1 = 1, df 2 = 327$) = 3.870 and the level of probability was 0.050. Therefore, it can be concluded that there was no significant difference in terms of gender towards students' academic achievement. F-obtain of study duration (semester) towards students' academic achievement was 7.779 which was bigger than F-table ($df 1 = 3, df 2 = 325$) = 2.632 and the probability value was lower than the alpha level ($0.000 < \alpha 0.05$), therefore, it can be concluded that there was significant difference in terms of study duration (semester) towards students' academic achievement.

Discussion of the Findings

Positive significant relationship found in teacher effectiveness as perceived by the teachers themselves added to teacher effectiveness and self-efficacy as perceived by their students towards students' academic achievement suggests that the more effective the teachers and the more efficacy that the students have, the better the students' academic achievement. The result also suggests that teachers wishing to improve students' academic achievement at the university level should think about their effectiveness in teaching and they should motivate the students to have better self-efficacy.

The evidence that teacher effectiveness as perceived by the teachers themselves, teacher effectiveness and self-efficacy as perceived by their students contributes significantly to the students' academic achievement suggests that in order to improve the students' academic achievement, it is important to involve the variable of teacher effectiveness as perceived by the teachers themselves, the variable of teacher effectiveness as perceived by their students, and the variable of self-efficacy as perceived by their students.

The contribution of 48.2% of the independent variables towards students' academic achievement suggests that 51.8% of the variance in students' academic achievement were contributed by unexplained factors. Starr (2002) admitted that teachers' strong effect would significantly influence students' academic achievement, but other factors such as socio-economic background, family support, intellectual aptitude of student, and personality of student, self confidence, and previous instructional quality have been found to also influence

students' examination score either positively or negatively. Akiri and Ugborugbo (2009) mentioned that unexplained factors might be from school environment related factors such as class size, infrastructure and facilities available in the schools. Based on the theory mentioned by Starr (2002) and Akiri and Ugborugbo (2009), the researcher assumed that the effects of teacher effectiveness whether it was perceived by the teachers themselves or perceived by their students and students' self-efficacy were not the sole determinant of students' academic outcome. Furthermore, unexplained factors might be from the students' socio-economic background, family support, intellectual aptitude, personality, self confidence, and/or previous instructional quality or from school environment related factors such as class size, infrastructure and facilities available in the schools which were not discussed in this research.

The evidence that there was significant difference in terms of teacher effectiveness as perceived by the teachers themselves and teacher effectiveness as perceived by their students could be because they had different expectation and they came from different background especially educational background and experience.

The last point that should be discussed is about the involvement of gender, experience and study duration (semester) as moderator variables. The results showed that there were no significant difference in terms of gender and experience towards teacher effectiveness as perceived by the teachers themselves. It means that male and female teachers as well as junior and senior teachers have the same potency to improve the students' academic achievement. The significant difference in terms of gender and study duration (semester) towards students' self-efficacy means that the teacher should apply different teaching approach and strategy in handling male and female students as well as junior and senior students in order to improve their self-efficacies. No significant difference in terms of gender towards students' academic achievement means that both male and female students have the same potency to improve their academic achievement. Meanwhile, the significant difference in terms of study duration (semester) towards students' academic achievement means that in order to improve the students' academic achievement, the teachers should provide different teaching approach and strategy.

Conclusions and Suggestions

Based on the results and discussions, several conclusions can be drawn as follows. First, teacher effectiveness as perceived by the teachers themselves added to teacher effectiveness as perceived by their students, and self-efficacy as perceived by the students was related significantly towards students' academic achievement. Second, teacher effectiveness as perceived by the teachers themselves added to teacher effectiveness as perceived by their students and students' self-efficacy contributed 48.2 % towards students' academic achievement. In this case, unexplained factor was 51.8%. Third, there was significant difference in terms of teacher effectiveness as perceived by the teachers themselves and as perceived by their students. Finally, there were no significant difference in terms of gender and experience towards teacher effectiveness as perceived by the teachers themselves; there were significant difference in terms of gender and study duration (semester) towards self-efficacy of the students; there was no significant difference in terms of gender towards students' academic achievement; and there was significant difference in terms of study duration (semester) towards students' academic achievement.

It is suggested that future studies investigate the relationships of other factors towards students' academic achievement. Because this current quantitative correlational research cannot explain why and how teacher effectiveness as perceived by the teachers themselves, added to teacher effectiveness as perceived by their students, and self-efficacy as perceived by the students was related to students' academic achievement, it is suggested that the future studies will explore by using qualitative correlational research.

Furthermore, to add the value of perception, it is suggested that the future studies involve the area of performance so that thorough comprehension when conducting need analysis can be obtained.

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AN INAPPROPRIATE USE OF LINGUISTIC COMPONENTS FOUND IN THE COMPOSITION OF THE STUDENTS AT THE MASTER LEVEL

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Abstract: As far as English as a second language is learned in a foreign language setting, inappropriate use of linguistic components, in both oral and written, is common at the beginning and intermediate levels. A recent study indicated that inappropriate use of linguistic components was still remarkably found in the undergraduate students' theses. In response to this, the present study was conducted to investigate the inappropriate use of linguistic components found in the master students' research proposals to see whether the same phenomena existed. The investigation was not only limited to the types of inappropriate use of linguistic components, but also the causes, i.e., whether they are errors or mistakes. A number of master students' research proposals were randomly selected as the source of data. Observation and interviews were employed for data collection. Results of the analysis of the data indicated that the inappropriacies covered morphological, lexical, and syntactical. Further, the results indicated that most of the inappropriate use of these linguistic components were due to the results of slip, lack of attention, or carelessness in utilizing the language system (thus, mistakes). Others belonged to errors—a result of lack of knowledge.

Keywords: *linguistic components, errors, mistakes, master students*

An inappropriate use of linguistic components found in the students' composition is common as far as English as a foreign or second language is concerned. This inappropriacy generally covers the areas of grammar, syntax, lexicon, semantics, mechanics, and spelling. At the lower or early level of learning, the phenomena of inappropriacy is so common since the learners are still in the process of acquiring knowledge of the language. At the higher level of learning, after the learners have a sufficient control of the language, it is expected that such an inappropriacy use of language components decreases dramatically. Unfortunately, however, the existing case is not like what is expected to be. Freshmen college students in five private schools in Metro Manila, Philippines are reported to make not only "advanced" errors such as in word choices, subject-verb agreements, verb tenses, and verb forms, but also simple ones such as in the use of commas, capitalization, and punctuations in their essays (Gustilo and Magno, 2012). AbiSamra (2003) also reported a similar case. Arabian students' written works are found to contain grammatical, syntactical, lexical, semantical, and mechanic and spelling errors. Students of the Department of English Literature and Translation in one of private universities in Jordan are also reported to make errors in tenses, prepositions, articles, active and passive voice, verbs, and morphology (Abushihab et al., 2011).

An inappropriate use of language components by students can be caused by one of which is the teaching focus. The researcher's casual observation has indicated that many, if not all, teachers at the junior and high school levels spend most of the English teaching hours explaining the grammar of the language, although the class is supposed to be aimed at mastering the four language skills. The teaching is thus filled with more activities in talking "about the language" rather than "using the language". Theoretically, such an approach may increase the students' better control of the language components. Practically, however, when students have to speak and write in the language especially, they still make ample grammatical errors. This is due to the fact that knowing about the language is one thing and being able to use the language is another thing. However, although they are two separate things, an attempt to master them must be done simultaneously.

An inappropriate use of linguistic components by students can be differentiated into errors and mistakes. An error occurs when the deviation arises as a result of lack of knowledge (Maicusi et al., 2000). Brown (2000) further states that an error occurs when the learner does not know what is correct, whereas a mistake is the result of lack of attention or carelessness in utilizing the language system. The researcher's casual observation, however, indicates that the truth of this distinction is difficult to justify. As an example, in one paragraph of an essay, one student wrote a wrong sentence such as this '*Therefore, there are only some text that the teacher can use to accomplish those purposes*' However, in the next paragraph written by the same student, a correct sentence '*There are some studies dealing with the use of scaffolding in learning and teaching reading ...*' is found. In the first sentence he did not pluralize the word 'text', but in the second sentence he pluralized the word 'study'. This inconsistency indicates that the distinction between an error and a mistake cannot be judged from the sentence that is written by the student, but it must be traced to the student who produced the sentence. If the student who produced the sentence knew that his sentence was wrong and then he could rewrite it into a correct one, he can be

said to have made a mistake. On the contrary, if he did not know that his sentence was wrong and consequently he could not make it correct, he can be said to have made an error.

An error and a mistake are both features of inappropriate use of linguistic components. As has been discussed above, they are made by students at both an early level and a higher level of learning. In a recent study concerning errors of linguistic components found in The Background of the Study of the undergraduate students' theses, Anggraini (2013) found several different kinds of errors, namely: verb errors, noun errors, lexical errors, syntactical errors, and mechanical errors. Further, based on the researcher's casual observation on some master students' master students' research proposals and theses, these inappropriate uses of language components are still found. For this reason, the present study was first designed to identify the kinds of inappropriate use of language components in the master students' reserach proposals. Secondly, since it involved students' work of a bit higher learning and due to the fact that Anggraini did not differentite errors from mistakes, this study was made as an attempt to classify which of these inappropriate uses of language components made by the master students belong to errors and which of them belong to mistakes.

Method

This study is qualitative in nature. The data collected were in the forms of words, phrases, and sentences taken from the master students' research proposals. A number of master students' research propodals were randomly selected as the source of data. No attempt was made to differentiate the selected proposals based on the students' academic achievement, undergraduate background, nor length of study. Observation, i.e., reading parts of the proposals comprehensively, was employed as the first data collection technique. This technique was intended to identify and describe the kinds of inappropriate use of linguistic components.

The second data collection technique employed was an interview, which was done following the completion of the identification of the inappropriate use of linguistic components. At this stage, an attempt was made to build a person-to-person contact with the subjects. It was intended to determine whether the inappropriacy of the language use was an error or a mistake. The first thing to do was to ask whether the subject knew that the word/phrase/sentence s/he wrote was inappropriate. If the subject did not know that the word/phrase/sentence s/he wrote was inappropriate, it was concluded that s/he had made an error. No further question was given. However, if the subject knew that the word/phrase/sentence s/he wrote was inappropriate, the second question 'What is the appropriate form?' was given. If s/he could correct the inappropriate form, it was concluded that s/he had made a mistake. Yet, if s/he could not write the appropriate form, it was concluded that s/he had told a lie (pretending that s/he knew her/his sentence was inappropriate). S/he actually had made an error.

Findings and Discussion

As mentioned above, the present study was designed to identify the kinds of inappropriate use of language components found in the research proposals written by master students and, at the same time, describe whether each belonged to an error or a mistake. The following part is devoted to present the findings and the discussion.

The Inappropriate Use of Language Components

Based on the results of the data analysis, three broad classifications of inapproriate use of language components can be made, namely, morphological, lexical, and syntactical. Due to the limitation of the space, the findings are not classified as such and only one example is given for each. In each table below, the sentence or part of the sentence in which the inappropriate form is found is shown in the left column. The part which is inappropriate is underlined. The one shown in the right column is believed to be the appropriate form.

(1) Inappropriacy in verb tenses:

Inappropriate: Every changes of the curriculum that occur are marked with the ...

Appropriate: Every change of the curriculum that occurs is marked with the ...

(2) Inappropriacy in verb forms:

Inappropriate: It implemmented in stages or steps.

Appropriate: It is implemented in stages or steps.

(3)) Inappropriacy in subject-verb agreement:

Inappropriate: The learning process in the 2013 curriculum is a learning that focus on the personal experiences through ...

Appropriate: The learning process in the 2013 curriculum is a learning that focuses on the personal experiences through ...

(4) Inappropriacy in articles:

Inappropriate: Writing is one of language skills which is very complicated and difficult to acquire.

- Appropriate: Writing is one of the (four) language skills which is very complicated and difficult to acquire.
- (5) Inappropriacy in determiners:
 Inappropriate: One of the significant differences between the 2006 curriculum and the 2013 curriculum is the approach which is used in each different curriculum.
 Appropriate: One of the significant differences between the 2006 curriculum and the 2013 curriculum is the approach which is used in each curriculum.
- (6) Inappropriacy in noun-ending (singular-plural):
 Inappropriate: Every changes of the curriculum that ...
 Appropriate: Every change of the curriculum that ...
- (7) Inappropriacy in noun-ending (possesives):
 Inappropriate: The teachers say that the students ability in writing is still low.
 Appropriate: The teachers say that the students' ability in writing is still low.
- (8) Inappropriacy in word choices:
 Inappropriate: However, teachers are often confronted by the changing.
 Appropriate: However, teachers are often confronted by the changes.
- (9) Inappropriacy in word forms:
 Inappropriate: The goal of classroom management is to create a classroom atmosphere conducive to interact in English meaningful.
 Appropriate: The goal of classroom management is to create a classroom atmosphere conducive to interact in English meaningfully.
- (10) Inappropriacy in prepositions:
 Inappropriate: Therefore, in all of universities in Indonesia, writing becomes one of the subjects that must be taught in the English Department.
 Appropriate: Therefore, in all universities in Indonesia, writing becomes one of the subjects that must be taught in the English Department.
- (11) Run-on sentences:
 Inappropriate: A genre-based approach serves a teaching methodology enabling a teacher to present an explicit instruction in a highly systematic and logical manner which assists students to have an organization of information.
 Appropriate: A genre-based approach serves a teaching methodology that enables a teacher to present an explicit instruction in a highly systematic and logical manner. It also assists students to have an organization of information.
- (12) Unnecessary phrases and clauses:
 Inappropriate: One of the significant differences between the 2006 curriculum and the 2013 curriculum is the approach which is used in each different curriculum.
 Appropriate: One of the significant differences between the 2006 curriculum and the 2013 curriculum is the approach which is used in each.

As shown above, many different kinds of inappropriate use of language components were found in the composition of the subjects under investigation. These inappropriacies were similar to those found at the undergraduate level (cf. Anggraini, 2000). Further, some subjects were found to consistently and continually write the same inappropriate forms throughout: articles, prepositions, verb tenses, and pluralization. Others were found to use them inconsistently.

Errors or Mistakes?

Further investigation indicated that all of the inappropriacies listed above belonged to mistakes—the results of lack of attention or carelessness in utilizing the language rules. They were not errors since when the subjects under investigation were asked to identify whether a particular sentence contained an inappropriate form, they could directly identify and rewrite it correctly. Uniquely, although they wrote inappropriate forms again and again, they knew that they were inappropriate.

An error was, however, found such as in the following cases:

- Inappropriate: As many people know that the learning process in the 2013 curriculum is a learning that focuses on the personal experiences ...
 Appropriate: People know that the learning process in the 2013 curriculum is a learning that focuses on the personal experiences ...
 Or simply,
 The learning process in the 2013 curriculum is a learning that focuses on the personal experiences ...

- Inappropriate: According to Cain (2010:2) states that in developing countries reading enables people to access information about the essentials of everyday life such as ...
- Appropriate: Cain (2010:2) states that in developing countries reading enables people to access information about the essentials of everyday life such as ...

The subjects were not aware that sentences such as those shown above was unacceptable. They did not know how to correct them. When they were shown the correct ones, they got confused. They claimed that the sentences were correct since they quoted from other sources. However, they did not realize that they had quoted wrong sentences, i.e., those found in research proposals and theses written by their seniors.

Conclusion and Suggestions

This study has identified and indicated the kinds of inappropriate use of language components found in the research proposals written by some randomly-selected master students. The findings shows that the inappropriacies are similar to those made by students at the undergraduate level. Further, the study also indicates that almost all of the inappropriacies belong to mistakes. Only one case is believed to be an error. It implies that students at the graduate level have actually had a good control of linguistic components. Suggestions are therefore suggested particularly to students when writing a term paper, a research proposal, or a thesis, that is, they need to be more careful in organizing a sentence and pay more attention to language rules.

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Biodata

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TEACHERS' COGNITIVE COACHING ON STUDENTS' READING COMPREHENSION

Yayu Heryatun*

Abstract: This paper was mainly to explore the process of teachers' cognitive coaching on students' reading comprehension, starting from pre observation conference, classroom observation to post observation conference. It was a case study involving 2 less-experienced EFL teachers who were facilitating reading classes at one state Islamic university. In-depth observation, portfolio and interview play as instrument for collecting data. The result of this research indicated that both EFL teachers showed the significant changing related to their belief in facilitating reading classroom before and after cognitive coaching. Before teachers' cognitive coaching, both EFL teachers tend to teach based on their own learning experience. After teacher's cognitive coaching, both EFL teachers are aware to provide the direct and explicit reading instruction in order to students be easy to acquire reading strategies. In turn, EFL students achieve their reading comprehension. In addition, both EFL teachers claim that they have obtained progress in teaching, starting from attractive designing material, enjoying time in class to give explanation more systematically.

Keywords : *cognitive coaching, teachers' belief, reading comprehension, reading instruction, reading strategy*

Introduction

Kamil, et.al (2008) express that most teachers lack the skills to provide direct and explicit comprehension instruction. Coaching teachers in the classroom when they teach will assist them in providing direct and explicit comprehension instruction. In other words, coaching teachers, in this case refers to reading coaching is one type of professional developments which focuses on teachers' performance of a specific task (Starcevich, 2009; IRA, 2006). Specifically, reading coaching is a strategy for implementing a professional support for teachers which include theory, demonstration, practice, and feedback (McKenna and Walpole, 2008; Costa and Garmston, 2008). One type of reading coaching is cognitive coaching (Costa & Garmston, 2008, p. 4). Cognitive coaching focuses on a teacher's thinking, perceptions, beliefs, and assumptions and how these affect one's practices. (McKenna and Walpole, 2008; Costa and Garmston, 2008, Knight, 2008). It means it relates to teachers' comprehension instruction, at one side, because providing the good and well-planned instruction is teachers' responsibility to improve students' comprehension and develop skilled readers. At another side, cognitive coaching relates to students' reading comprehension strategy. Carrell (1998) states that reading strategies will include any tactics that readers use to engage and comprehend text. For example : strategy 'activating background knowledge' can be taught by using KWL (Know, Wonder, Learn) technique (Tompkins, 2011). In addition, the structure cognitive coaching consists of 3 (Costa & Garmston, 2008):

1. Pre observation conference
2. The classroom observation
3. The Post Observation Conference

Meanwhile, according to Baker (1979) as quoted by Brown and Briggs (1999) the significant difference the skilled readers from unskilled readers is the ability to monitor their comprehension of text. Skilled readers successfully monitor their comprehension of text; they know when they understand, when they don't understand and when they partially understand. It is what called as self-monitoring. (Cummins, 2013). On the other hand, unskilled readers are not aware their failure in comprehending text, lack self-monitoring. Thus, the knowledge of strategies that unskilled readers need is strategies which are used by skilled readers to help themselves make sense of text. It is called as reading comprehension strategy. Tovani (2000) as cited by Lai, Tung, and Luo (2008) defines reading comprehension strategies, later on it is called as '*reading strategies*'- an intentional plan that readers use to help themselves make sense of their reading..

Furthermore, the reading strategies must be taught directly to reveal how reading assignments can be accomplished by readers. It means it is teachers' job to provide good and well-planned instruction. Teachers need comprehension strategy instruction; later on it is called as '*reading instruction*'. It is a method of direct and explicit teaching of comprehension strategies in order to help students become skilled readers with the ability to apply a set of effective and research-proven reading strategies to increase their understanding and thinking and to monitor and repair their own comprehension.

Methods

This study uses qualitative research as it focuses on process of a specific phenomenon (Maxwell, 1996 : 19). More specifically this study deals with how EFL teachers' belief related to their instruction in facilitating reading class before cognitive coaching, how these teachers' belief change their instruction in facilitating reading class after cognitive coaching and how students' reading comprehension after cognitive coaching are. In addition, this study uses in-depth observation, portfolio and interview as instrument for collecting data.

This study was conducted at two reading classes of one state university at Serang- Banten. Each class consists of around 30 students. Referring to respondents, it involve the two less- experienced EFL teachers who have just facilitated reading classes for one semester. Criterion-based selection is applied to decide who participants will join in this study. Respondents are expected to provide important information.

Findings and Discussions

Following paragraph dealing with research questions: How are teachers' belief related to their instruction in facilitating reading class before cognitive coaching? How do these teachers' belief change their instruction in facilitating reading class after cognitive coaching? and What are students' reading comprehension after cognitive coaching?

Data from observations before cognitive coaching indicated that both teachers tend to teach comprehension based on their own past learning experiences namely that is doing exercises in answering multiple choice tests generally presented after engagement with reading materials. Moreover, they also tend to concern on grouping students to work with a certain passage of a text in order to gain comprehension. This practice is highly risk in term of coherence from each paragraph. It is supported by Kamil, et.al (2008) who express that most teachers lack the skills to provide direct and explicit comprehension instruction

However it is totally different after cognitive coaching it indicated that EFL teachers tend to be loyal to what was discussed in pre-observation conference, namely in every session they apply a particular reading strategy. During classroom observation, EFL teachers were patient enough to get student' responses in terms of application a certain reading strategies and giving modeling before students apply. This findings supports that good instruction is the most powerful means for helping students comprehend the text. (Snow, 2002; Tomlinson, 1995 as quoted by Tompkins, 2011) It must be provided by teachers.

Data from portfolio indicated that these 2 EFL teachers claim that they have changed their teaching belief related to teach reading. As what one EFL teacher writes down in his portfolio

I used to teach by using lecturing method (too many teacher talking times) and most of my students were very passive because they only listen to my explanation and seldom give comments.

And several weeks of cognitive coaching, this EFL teacher write down

I believe that I have obtained many progresses in teaching (e.g. Now I am more patient and attractive in delivering materials, I enjoy my time in class, and my explanation more systematic

It is proven that there is changing belief related to reading instruction. In addition, it is in line with what Hampton (1994) as cited by Richard, Gallo and Renandya (2000) notes that teachers' belief determine how teachers approach their teaching. More specifically, teachers' belief strongly affect the materials and activities teachers choose for classroom.

Moreover, in the EFL teachers' portfolio, it showed what they worked in pre observation conference, classroom observation and post observation conference. Like what another one EFL teacher in her portfolio

After discussing and obtaining feedback I feel very happy because many things on strengths and weaknesses of my teaching performance in the previous meeting.... (it is post observation conference)

The objective of learning for second meeting was encourage students to make link between what they are reading and things they already know or experienced previously. In short, students can use their own background knowledge and prior experience to make connections (it is pre observation conference)

I clarified type of connection that is text to self, text to world, and text to text. I explained in detail how to connect text to self, text to world, and text to text. Some students looked enthusiastically but sometimes they found difficulty to distinguish between text to world and text to text. I explained once again, I said that "guys text to world meant you tried connect text with bigger issues, events or concerns of society. Meanwhile, text to text meant you made connection between yourself with other text you have already read such as folktale, poems, script, songs, or running text. Next, before giving modeling of connecting chart, I mentioned some sentences to start connection like that remind me of ..., This is like ..., I remember this when.... And etc. (I hope those sentences were very helpful to recall their prior knowledge and experiences)....(it is observation classroom)

It means that the process of cognitive coaching has been experienced based on what Costa and Garmston (2008) suggest.

Data from interview shows that EFL teachers respond positively on teachers' cognitive coaching and one EFL teacher said that

I respond it with positive manner. In my opinion reading coaching has a significant effect in improving lecturer's competencies. Because during reading coaching between lecturers and reading coach, we design and discuss the syllabus and lesson plan simultaneously, we determine the learning objective and the round down of teaching – learning processes, and at the same time we also select and decide the topic or material for students.

In applying cognitive coaching, the cognitive coaches will collaborate with teachers in planning and giving instruction; help build knowledge and skills outside the classroom and explore the quality of teaching. Furthermore, dealing with reading strategies that EFL teachers provide in order to assist students apply them and in turn it leads to students' reading comprehension, EFL teachers noted that

every strategy has different level of difficulties in its implementation and different influence toward students' reading comprehension. In fact, while teaching – learning processes, there is a strategy can be explained partially (e.g. activating background knowledge and determining importance) and there are some strategies must be explained holistically or wholly - tied each other (e.g. connecting, drawing inference, evaluating, predicting, and visualizing). And it would guide students to acquire strategies for achieving their reading comprehension.

Conclusions and Suggestions

It is obvious that teachers' cognitive coaching has potentially supported EFL teachers in giving good and strategic reading instruction to enable EFL readers to acquire and apply reading strategy for achieving reading comprehension. Based on the research findings above, this current study suggested that cognitive coaching could be applied for candidate EFL teachers in order to equip them for facilitating reading classroom or even EFL classroom in reading section. Since this study only focuses on teachers' side, for further study it can emphasis on students' side.

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THE ROLES OF ENGLISH TEACHER WORKING GROUP (MGMP) TO SUPPORT TEACHER PROFESSIONAL DEVELOPMENT

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Abstract: Professional development (PD) is one of the key determinants in improving knowledge, attitudes, and skills of a teacher. The roles of MGMP in improving the teacher's professionalism is becoming more important when the government is implementing new curriculum. This research aims at finding out the roles of English Teacher Working Group (MGMP Guru Bahasa Inggris) to Support Teacher Professionalism Development to Junior High Schools in Kota Pontianak in the academic year of 2013/2014. The population was the English teachers of SMP, students, the board of management of English MGMP of Junior High School, and Vice-Principles of Curriculum from State Junior High School in Kota Pontianak. The method used is descriptive qualitative. Sampling is done by purposive sampling. Techniques of data collection is done through in-depth interviews, direct observation, document analysis. Data analysis techniques in the form of interactive analysis techniques. Further data have been obtained are done by triangulation method to obtain truly valid data. Based on research data analysis it can be concluded that; (1) English MGMP for Junior High School in Kota Pontianak contribute greatly to the development of Junior High School English teacher professionalism in Kota Pontianak in terms of developing the syllabus, annual and semester program, and lesson plan, developing teaching method and the innovative learning model, developing the use of teaching media and the evaluation system and improving the teachers professional competence; (2) English MGMP in Kota Pontianak still found obstacles in its implementation so that it is needed for solving the problems in order the activities of English MGMP run better for the following years.

Keywords: *English MGMP SMP Kota Pontianak, Teachers' Professionalism Development, Naturalistic Study*

Introduction

Education quality is not something that happens by itself. It is the result of an educational process. Drawing on Bunting (1993: 17), he declares that, "Quality in education does have a bottom line and that line is defined by the goals and values which underpin the essentially human activity of education." The clear implication is that this bottom line must be the starting point for our understanding of the notion of quality in education so that we do not reify the practice of education. Cited in Suprihatiningrum (2013: 24), Laurence and Jonathan in their book *This is Teaching*, they defined teacher as a professional person who conduct classes. Teachers are considered the most important factor on the quality of students' achievement in a school and as knowledge workers that take an active part in educating, teaching, guiding, evaluating the students to create the qualified outcomes through their professional competences.

The quality of teachers is one of the important indicators of quality education. It is in accordance with the Government Role Number 19 year 2005, in generally, teachers must own four competences namely, pedagogic, individual, social and professional. Without refreshing or updating teachers' knowledge and skills, teachers may not be able to attract students into learning engagement to provide students with appropriate hard and soft skills for competitive living in modern society. Teachers Professionalism has become one of the main requirements to realize good quality of education. Professional teacher can be achieved if teachers can work together with other teachers, to develop their potential through a program, one of them is the Teachers Working Group (MGMP). MGMP is a nonstructural organization of teachers whose establishment was stimulated in the Government Regulation No.38 in 1994 regarding Educational Personnel.

The roles of MGMP in improving the teacher's professionalism is becoming more important when the government is implementing new curriculum. National Education Department (2003: 5) explains that MGMP has a role to carry out the development of insight, knowledge and competence of teachers so that the teachers will have a high dedication. Although teachers are suggested to be professional, reality shows things differently. Interviews revealed that there are many English teachers who do not make lesson plan, use various method in teaching, make use of media, or arrange a good evaluation mechanism. The teachers do not consider carefully about the teaching learning strategy.

Research Method

This research was conducted in the form of qualitative research using naturalistic inquiry. In this research, the researcher observed to what extent MGMP was effective to the quality of English teachers professionalism by making an interview and observation in natural setting, place where the observed activity

takes place. This study was conducted at two State Junior High Schools in Kota Pontianak. Recruitment of participants began with the purposive sampling. There were three English teachers, sixty eight students of Junior High Schools who were in the eighth and ninth grade of their study, a member of English MGMP in Kota Pontianak, and two vice principle of curriculum were taken as the samples.

For the purpose of this research, the data collected was in the form of primary data and secondary data. Primary data was collected by using interview and observation, while secondary data was collected in the form of documentation. Collecting of data with observation, interview, and documentation in the field took about three months, November 2013 to January 2014. To know the roles of English Teachers Working Group (MGMP Bahasa Inggris) to Support TPD, teaching learning activities were observed from November 2013 to December 2013. Observation as the process of gathering open-ended, first hand information by observing people and places at the research site (Cresswell, 2008: 221).

To triangulate a preliminary interpretation of the observation, interviews were conducted from December 2013 to January 2014. English teachers, vice principle of curriculums were the respondents of the interviews. The process of data collecting and data analysis were conducted in a synchronized and simultaneous manner. In doing this research, there were some strategies used to obtain the trustworthiness and credibility of the data. Those strategies were used to check the accuracy or the validity of the findings of the research conducted. From eight strategies proposed by Creswell (2008: 177-178), researcher only used three of them. They were triangulation, using rich and thick description, and clarifying the bias.

The data in this research was analyzed by using descriptive qualitative method. researcher used an interactive model of analysis involving collecting the data, reducing the data, and data display and also drawing conclusion. After collected the data, the researcher reduced and present the data. In reducing the data, meaningless data was rejected, to get the important points of finding. It was followed by displaying the data. Thus, the researcher presented the data systematically and logically, so the meaning of every event would be clear. In the end of collecting the data, she researcher verified the data.

Findings and Discussion

English MGMP for junior High School in Kota Pontianak was founded by the Decree of the Head of Education Office No. 800/221/Kep/2011 on July 18, 2011 with the aim to accommodate all the teachers' activity and creativity of especially in Junior High level, both public and private. Membership and management of MGMP were established by the agreement of MGMP's members. The members of English MGMP SMP in Kota Pontianak consisted of civil servants and non-civil servants teachers who teach English at the school in Pontianak both Public and Private schools, under the authority of the Ministry of National Education and Religious Affairs. There are 86 Junior High schools in Kota Pontianak, which contain 55 private schools and 31 public schools. From the number of schools, 30 of them are active members while the others are passive members. Board of English MGMP SMP management in Kota Pontianak 2011/2013 is as follows:

English subjects in MGMP is scheduled every Tuesday. So on that days, English teachers are free from teaching duties in order to participate in MGMP. When there is no city level MGMP activities on Tuesday, they usually conducted school MGMP meeting. MGMP is a deliberation of teachers, by teachers and for teachers. Although MGMP is an independent organization activities, but it still requires financial support from other funding sources. Block grant funds is used to finance the teachers to participate English MGMP in Kota Pontianak, as disclosed by the chairwoman of English MGMP SMP in Kota Pontianak. Monitoring and evaluation of MGMP is a process to gain an overview of the activities and performance of MGMP in the management and implementation of activities consistently and continuously. Monitoring is carried out by the principal, whereas the evaluation conducted at the end of the year.

Role of English MGMP to support teachers professional development in Kota Pontianak

The results of the field study demonstrated that MGMP has a very important role for English teachers.

1. English teachers in Kota Pontianak in preparing a syllabus before they implementing their learning program. In formulating the syllabus, the teachers organize the syllabus based on KTSP (School Based Curriculum) from each school, Program Tahunan (annual program) and program semester (semester program). With Annual and semester Program, all learning activities undertaken by teachers should be right in line with what is programmed in annual program.
2. A careful planning is at the same importance as the teaching and learning process in classroom. According to English teachers in Kota Pontianak, by preparing lesson plans, a teacher describes the interactive learning and it can be used to explore the students' multiple intelligences, to optimize the schools' infrastructure and the learning environment of students, and to increase students' confidence when teaching learning process takes place.
3. Teachers are also use learning methods based on the teaching material and learning objectives in delivering the lesson, such as, lecturing, discussions, question and answer, demonstrations, etc.

4. After implementing instructional program, the teacher comes to the next step named evaluation or it is often called learning evaluation. The English teachers in some Junior High Schools in Kota Pontianak Evaluate the students through conducting periodic tests and observing students' daily performance. The evaluation done by the teachers affects the students' learning motivation for they tend to be more active in the teaching and learning activity which are assessed by the teachers.
5. By participating the activity of English MGMP SMP in Kota Pontianak, there are also an improvement in professionalism of English teachers in performing their duties from the previous year. After carrying out English MGMP SMP in Kota Pontianak, the English teachers increased their professionalism. Teachers have complete teaching aids and have participated in some activities, such as conducting the Action Research, participating Seminar and workshops, and conducting a scientific work.

English MGMP SMP in Kota Pontianak is not fully successful in supporting the TPD. The data shows there are some factors that influence the implementation of English MGMP SMP in Kota Pontianak. First factor is that the meeting in English MGMP SMP in Kota Pontianak is held only in odd semester every year. The second factor is that only one English teacher of each school may participate the English MGMP SMP in Kota Pontianak. The third factor is that there are some English teachers who have to teach in the same day the MGMP is held. The next factor is there is no School MGMP in some schools, because the teachers are busy, not only the teaching hours, but also from the other school activity. And the last factor is the English teacher in Kota Pontianak sometimes has some difficulties in making the teaching media, and most of it is about the mastery of ICT.

Therefore, there are some solution offered for the problems, they are; (1) English MGMP in Kota Pontianak to maximize its performance by conducting routine activities each year well in odd semester or semesters, not to suffer vacuum activities; (2) English MGMP in Kota Pontianak to maximize its performance by conducting routine activities each year well in odd semester or semesters, not to suffer vacuum activities; (3) The school should not scheduling the English teachers to teach on the day when the English MGMP Activities is held; (4) Every school should arrange a schedule for their teachers to have school MGMP, because throughout this activity, the other teachers will also be able to develop their teachers' professionalism; (5) Every school must be facilitated with ICT, so that the teacher will be motivated to learn and use the facilities.

Conclusion and Suggestion

Considering the research findings and the discussion, The findings of the research show that English MGMP for Junior High School in Kota Pontianak is absolutely necessary, and contribute greatly to increasing the professionalism of English teachers in performing teaching learning task. English MGMP for Junior High School in Kota Pontianak has an important role to support the TPD in terms of developing the syllabus, annual and semester program, lesson plan, evaluation, innovative learning model, teaching methods, the use of teaching media, and Improving the teachers professional competence.

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EXPLORING PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHERS ON WRITING AND ITS INSTRUCTION

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Abstract: The integration of writing instruction into Korean secondary school English classes has been an issue with the increasing educational and social interests in nurturing competent English users. Korean English teachers at schools, however, admit that they are hardly ready to adopt writing to their class, mainly due to their low writing skill and lack of instructional ability (Shim, 2009). As a way to facilitate the professional development of English teachers on writing and writing instruction, the researcher conducted an action research (Burns, 2010). The research consisted of a course development, a semester-long implementation, and course participants' experience. Based on the results of a needs analysis, the researcher designed a course which intended to improve the participants' English writing skills as well as their knowledge of approaches and techniques of writing instruction. In order to explore the participants' experiences, their reflective writings, portfolios, and interviews were collected. The qualitative data analysis (Bogdan & Biklen, 2007) revealed that pre-service teachers and in-service teachers experienced the course somewhat differently in several aspects. Even among in-service teachers, different experiences were reported. Furthermore to a detailed presentation of the findings, both implications of the findings and suggestions for future research will be made.

Introduction

Since the principles of communicative language teaching (CLT) have been adopted as the basic instructional condition in the early 1990s, public secondary school English education in South Korea has witnessed many changes in the field; Textbooks have been changed and the direction of teacher education has been changed to meet the requirements of CLT as well. Whereas speaking ability has been frequently emphasized in class, writing ability, however, - another important element of communicative competence - has been underemphasized in classroom English instruction at schools. Nor has research of English writing instruction in regard to teachers been the focus of relevant studies.

Acknowledging that writing instruction is needed to be more actively introduced in classrooms, this study intended to develop a graduate course where teachers can have opportunities to develop their own English writing skills as well as instructional ideas for teaching. The study took the form of an action research since the researcher as a teacher educator was deeply involved in course development, implementation, and evaluation of the course. Two research questions the study poses are as follows:

- (1) How is the teacher education course designed and developed?
- (2) How do the course participants experience the course?

Development of *Reflective Read-to-Write Course*

The course for the action research was mainly based on literature reviews and the needs analysis conducted on the first day of the course. According to Shim(2009), Korean English teachers at secondary school acknowledged the importance of English writing. However, they were not actively introducing English writing to their classes due to (1) their low English writing ability, (2) lack of writing instruction course in teacher education programs, (3) marginalized English writing sections in textbooks, and (4) exam with few writing-relevant items. As the prerequisite for the adoption of writing into their teaching, then, the teachers pointed out improving their own English writing ability which would resultantly increase their confidence as English writing teachers. Not surprisingly, the improvement of their English writing skills was also the highest priority among 19 teachers who participated in the first day needs analysis for this study.

The main goal of the course focused on improving the course participants' English writing ability. In order to facilitate the participants' professional development as writing teachers as well as to provide writing materials, the course integrated reading as another main learning activity. The readings were mainly about English writing and writing instruction. During 16 weeks, the course participants had opportunities to write various types of writings including summary, comparison& contrast, argument, critique, weekly reflective journals, etc. A process approach was adopted, so the participants wrote multiple drafts. Diverse types of feedback activity were also introduced. At the end of the course, then, the participants were asked to evaluate their own learning by developing a reflective portfolio. In short, in this course, the participants learned how to write through diverse readings about writing, actual writings about the readings, reflective journals, and different writing-affiliated activities.

Participant Teachers' Course Taking Experiences

The participants' narratives from diverse sources (e.g., writing samples, weekly reflective journals, portfolios, and interviews) were collected and qualitatively analyzed (Bogdan & Biklen, 2007). The findings showed that participants' experiences shared commonalities but simultaneously differences as well, depending on their personal and institutional contexts. That is, whereas the majority of their reflection on learning was constructed around their goal of improving writing skills, the participants' reflection also showed that the main contexts they were functioning in had impact on their learning experience and further more professional development.

(1) Learning how to write by writing

Both pre-service teacher participants and in-service teacher participants had a strong identity as an English learner. Consequently, a large amount of their reflection was about writing and its affiliated activities in the class and what they learned (or did not learn) from the activities. Participant 17 included her summary writings she wrote in her reflective portfolio and wrote what she learned about paraphrasing skills while writing the summary:

Participant 17 <pre-service teacher>

The reason I chose this essay was because, it shows how I tried to 'clean' up my version of the summary of the chapter. **This assignment made me understand once again that paraphrasing is a skill that needs to keep being practiced. A summary can never be just a copy of the same words of the original material therefore a lot of thought needs to be taken when turning the key points of the original content into the words of the person summarizing it.**

(Reflective Memo in Portfolio)

A similar reflection was written by an in-service teacher participant as well. Acknowledging that she had misunderstood paraphrasing, participant 6 shared what she learned about paraphrasing in this class:

Participant 6 <in-service teacher>

I don't have basic knowledge of paraphrasing, so (the class material) was useful because it shows how to do it. **Up to now, I used to believe that paraphrasing is a mere word change but it was a lot more than that.** Because I didn't know this, my writing was unnatural and awkward when I borrowed others' writings in my work. In order to paraphrase, it is necessary to read the original texts several times until I fully understand the texts. Then, I should paraphrase without looking at the original text. Looking back, I always put the original text next to me when paraphrasing. **The tips, such as changing the order of phrases, voice of sentences, and parts of speech, were nicely presented, and I could paraphrase easily when I followed the tips.** I believe that these are the tips I can apply effectively when I borrow others' words in the future. (Weekly Writing Journal)

(2) Situated reflection

Different reflection emerged among the participant teachers as the results of situated reflection; pre-service teacher participants' reflection was constructed more around the identity as a graduate student or as a future English teacher whereas in-service teacher participants' reflection was more directly related to their current teaching contexts. In the following excerpt, a pre-service teacher participant, participant 9, shared her increased confidence she obtained over teaching writing as a product of taking this class:

Participant 9 <Pre-service teacher>

Before taking this class, I was doubtful about whether I could teach English writing. But, like SE <instructor of the course>, **if I prepare (a lesson) a lot and carry out an organized lesson, I think I could teach English writing and other parts effectively to students.**

(Final Reflection in Portfolio)

Whereas pre-service teacher participants' reflection regarding teaching is mostly future-oriented, an in-service teacher participant, participant 1, shows that an immediate field application is also possible. Participant 1 shared her experience of peer feedback activity in this course and her adaptation of the same activity to her own teaching:

Participant 1 <In-service teacher>

Performing peer feedback activities encouraged me not to merely read their compositions critically but also examine mine carefully. Fortunately, I got some ideas for my writing instruction from these activities. **I actually**

promoted my students to conduct a peer-feedback activity in my writing class and it was quite successful! I probably say that I started teaching writing and it doesn't resemble a traditional method that forced students to produced grammatically correct sentences anymore. How nice!

(Final Reflection in Portfolio)

At the same time, however, there was an in-service teacher (participant 2) who pointed out the gap between what she learned from this course and what she could teach at school. To her, teaching at a commercial high school with little emphasis on English, the course activities she was required to do were perceived as ones with more writing assignments than she could handle due to her busy school schedule.

Conclusion

This paper briefly reported some results of an action research conducted by the researcher as the course instructor. A course development and implementation was an interesting experience to the researcher. It was also fruitful to see the development of the participant teachers both as an English learner and as a teacher in that these developments would contribute to their professional development as English writing teachers. In addition, identifying the factors demotivating some participant teachers in the course confirmed that the time and context a teacher takes part in a teacher education program substantially influences their learning experience. Therefore, as planning for further action is the last cycle of action research (Burns, 2010), the researcher considers revising the course into a more tailored and teacher context-sensitive one with fewer assignments and less theoretical but more practical readings for in-service teachers.

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Biodata

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IMPROVING READING COMPREHENSION OF XI SOCIAL SCIENCE 2 STUDENTS OF SMAN 7 MALANG THROUGH TWO STAY TWO STRAY TECHNIQUE

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Abstract: This action research was basically based on the experience when the researcher or teacher taught reading spoof texts at eleventh grade of social science 2 of SMAN 7 Malang. The students were inactive, felt bored, had low motivation, and had difficulties in getting the meaning and understanding information. This research was planned to improve the skill of reading spoof texts of the eleventh grade students of SMAN 7 Malang through Two Stay Two Stray Technique. The Classroom Action Research (CAR) design is employed. The subjects of this research are 30 students of eleventh grade of social science 2 of SMAN 7 Malang in 2013-2014 academic year. This research was conducted in 2 cycles. To get the data, observation, test, and questionnaire were used. After the data were analyzed, it was found that the students score means increased from cycle 1 up to cycle 2. It was consecutively 74 (9%) and 81 (19%). This research reveals that the application of Two Stay Two Stray Technique improves the students' reading comprehension.

Keywords: *Two Stay Two Stray, reading comprehension, spoof text*

Background of The Study

The objectives of English teaching in Senior High Schools are to develop students' communicative competence in the form of English oral and written communicative skills; listening, speaking, reading, and writing (Depdiknas 2006:2).

Moreillon (2007:12) states that reading is making meaning from print and from visual information. Reading comprehension is the process of making meaning from text. (Woolley: 2011:15).

Wendy Joliffe (2007:9) states that cooperative learning is requires pupils to work together in small group to support each other to improve their own learning and that of others.

One technique of cooperative learning is two stay two stray. Two stay two stray technique is each group would write assessments from the teacher. Then groups would share with each other using two stray two stray technique. After the groups of four had finished their first drafts, two members would leave and each go to different group. These were the strayers. The two left behind were the stayers. Stayers would read their group's draft aloud to the strayers, who had been given feedback guidelines, and the strayer would respond to the feedback. After the stayers had listened and responded to the strayer's feedback, the strayers would return to their original groups, where the stayers informed the group about the feedback their draft had received, Kagan as quoted by Jacob (2006:125-126).

This action research was basically based on the experience when the researcher or teacher taught reading spoof texts at eleventh grade of social science 2 of SMAN 7 Malang. The students were inactive, felt bored, had low motivation, and had difficulties in getting the meaning and understanding information.

This research was planned to improve the skill of reading spoof texts of the eleventh grade students of SMAN 7 Malang through Two Stay Two Stray Technique. The research problems formulated are: (1) How is the implementation of Two Stay Two Stray Technique at eleventh grade of social science 2 of SMAN 7 Malang in 2013-2014 academic year? And (2) Can Two Stay Two Stray Technique improve students reading ability at eleventh grade of social science 2 of SMAN 7 Malang in 2013-2014 academic year?

Research Methodology

The design of this study is Classroom Action Research (CAR) which aims to improve the process and learning outcomes in the class.

Classroom Action Research activities involve repeated cycles, each consisting of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problem gets solved by the strategy. The cycle of Kemmis & Taggart (1988) is used for this classroom action research.

The research was conducted in the second semester, from 3th to February 11th 2014. The subjects of this research are 30 students of eleventh grade of social science 2 of SMAN 7 Malang in 2013-2014 academic year. The reason of choosing this class is that because the class has the lowest average scores among other classes where the researcher taught. The class has difficulties in understanding the reading text.

In this research, they are four basic components applied, those are planning, acting, observing, and reflecting. From those components are formed a cycle. The cycle was stopped if the class had the average scores, 75 as the Minimum Standard of Mastery (KKM)

The problems faced by students in learning Spooof text from the previous test were identified and analyzed. It was as a reference before creating action planning. In the planning step, the classroom instructional technique (Two Stay Two Stray) were chosen and prepared to solve the instructional problem. After that lesson plan according to syllabus was made, subject materials were chosen, and the instruments and teaching aids were prepared.

To get the data, questionnaire, observation, and test were used. The data were classified into qualitative and quantitative. Qualitative data was taken from the result of observation and questionnaire. And the quantitative data was taken from the result of the students' test in each cycle.

To analyze the data gathered from the observation and questionnaire, table of percentage was used. Then the data of the students' test in each cycle were put into table and calculated in quantitative data analysis.

To construe students' score, the scoring rubric was used to help assess whether students' reading skill has been appropriate to the purpose and audience. It can be calculated by using assessment percentage

Research Finding

On the test before the implementation of the action, the students obtained an average score 68 that is lower than Minimum Standard of Mastery (KKM), 75.

After the implementation of the action in cycle 1, the data found are; means of questionnaire is 92%, observation is 83%, and post test is 74. After the implementation of the action in cycle 2, the data found are; means of questionnaire is 94%, observation is 91%, and post test is 80.73.

Discussion

Before the implementation of the action, the students obtained an average score 68, there were 10 students (33%) get success and 20 students (67) were not successful. Besides, the students were inactive, felt bored, and had low motivation.

After the implementation the action research, from the first cycle showed the improvement. From the observation, it was found that the students were active in participation in group works, participation in class discussion, answering questions, and doing the test. The average score of was 74.33%. There were 16 students (53%) get success and 14 students (47) were not successful. The average score of the students was 74.33%, the score means increased 9%. It means that the study had not been successful yet as the criteria of success were 75.

After the implementation of the second cycle, the data showed the improvements. The students were also very active in participation in group works, participation in class discussion, answering questions, and doing the test. There were also improvements in the second test. The average score of the reading test was 80.73%, there were 26 students (87%) get success and 4 students (13) were not successful.

Conclusion and Suggestion

Based on the result of the research at SMA Negeri 7 Malang, It can be concluded that:

1. The use of Two Stay Two Stray technique at eleventh grade of social science 2 of SMAN 7 Malang in 2013-2014 academic year made the students active and enthusiastic. They also did not feel bored in the teaching learning process. It can be seen from questionnaire and observation.
2. The use of two stay two stray technique in teaching reading can improve their reading comprehension especially in spooof text, it can be seen from the students score increased for each cycle. In cycle I is 74, cycle II is 81

Based on the data that have been found in research, there are some suggestions to describe as follows:

1. The teacher should learn the new method in teaching reading to improve the students' motivation to study and scores
2. The researcher hopes that the result of this study can be used as additional reference for further research in different context that will give contribution in teaching reading comprehension.

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